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ABSTRACT

This workplace skills course on interpreting company materials is designed to help students interpret and make better use of the signs, notices, forms, memos, and instructions that they come across at work. Introductory material includes a course description, objectives, topical outline, evaluation, evaluation applicable in the workplace, and teacher tips. The course consists of 24 sessions, each of which has these components: objectives, topics, methods, evaluation, materials list, and information sheets and handouts. Topics covered in the sessions include the following: job terms; abbreviations, acronyms, and pictorial symbols; working with codes and numbers; subjects and verbs; singulars and plurals; sentence structure; paragraphs; interpreting forms; filling out forms; schedules; reading and interpreting instructions; writing instructions; strategies for dealing with unfamiliar vocabulary; spelling and pronunciation; reading for information; reading and interpreting maps and diagrams; and using maps and diagrams to instruct others. (YLB)

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ED 388 790

MERCER COUNTY
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Interpreting Company Materials

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PEOPLE RETRAINING for INDUSTRY EXCELLENCE

CE 070 174

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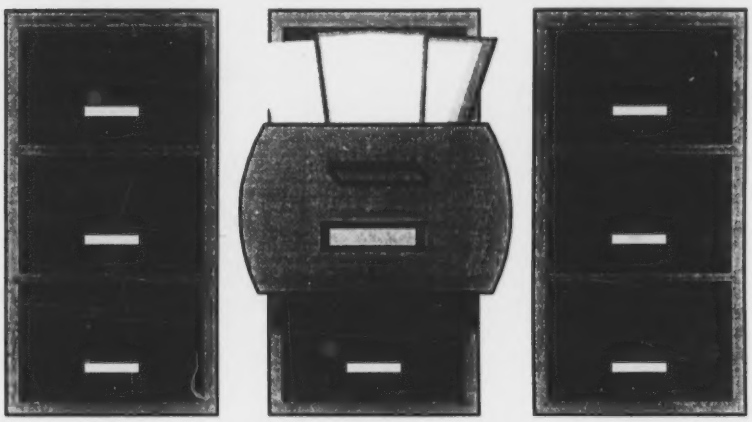
Interpreting Company Materials



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Developed with funds from the United States Department of Education
National Workplace Literacy Program

1995

ACKNOWLEDGMENT

Mercer County Community College thanks Lorna Burt, Senior Education Specialist/Curriculum Developer for creating this manual. Through her valuable contributions employees in manufacturing and service industries learned concepts relevant to their existing jobs and strategies for learning other tasks if that opportunity should arise.

WORKPLACE SKILLS TRAINING PHILOSOPHY

A factory or service center creates a classroom that is very different from the one we are used to seeing in colleges and adult schools, so it only follows that our approach to teaching in the factory should also differ.

Our goal is to teach employees skills that they need in order to be functional and successful in their work environment, and encourage them to apply those skills on the job and at home. For example, we motivate students to do the following:

- work more efficiently and more safely
- make fewer mistakes
- solve problems working interactively
- take greater responsibility for their jobs
- recognize the interconnectedness of the various jobs in their workplace
- be better communicators in the workplace

Company needs are revealed through a needs assessment. At that time, we also determine the basic skills needs of the employees. We are learner centered, as the individual employee's needs are considered alongside those of the company.

Once we have determined those needs, we develop curricula that incorporate basic skills, using the workplace literature (e.g. forms, applications, codes, abbreviations, charts and tables, handbooks, regulations, procedures, policies, memos, letters) of the company. Because each company is different, the needs and literature are also different; hence, we develop new materials for every company in which we teach. By utilizing these workplace items, we help students transfer and apply their skills directly to their jobs.

We rely on the classroom techniques of problem solving, cooperative learning, and group discussion. Our overall approach is concept based, with the emphasis on application, such as in role plays, dialogues, and group work. Despite the specific course titles, we incorporate the elements of math, English, and communication skills into all of our sessions.

In terms of students evaluation, after initial testing we give a pre-test and post-test in order to determine comprehension. Students receive feedback throughout the course from the instructor, as well as from fellow students as we sincerely believe in the powerful positive reinforcement of peer critiques and cooperative exchanges.

In essence, we believe that although we make the materials for the students with which to work, it is the students who truly make the class.

INTERPRETING COMPANY MATERIALS

Words are all around us. We need to be able to understand the messages they give us and to use these words to communicate with others to perform our jobs efficiently. This course will help students interpret and make better use of the signs, notices, forms, memos and instructions that they come across at work.

OBJECTIVES:

Upon completion of this course, students will be able to do the following:

- recognize and use job terms
- interpret symbols, abbreviations, and acronyms
- discriminate between and use different numbers and codes
- read and use company literature
  e.g. labels, signs and company forms
- follow and give instructions
- write summaries, paragraphs, and instructions
- use information to take appropriate action
- use improved language skills to problem solve

TOPICAL OUTLINE:

- job terms
- abbreviations, acronyms, and pictorial symbols
- working with codes and numbers
- subjects and verbs
- singulars and plurals
- sentence structure
- paragraphs
- interpreting forms
- filling out forms
- schedules
- reading and interpreting instructions
- writing instructions

INTERPRETING COMPANY MATERIALS (con't)

TOPICAL OUTLINE:
(Cont.)

- strategies for dealing with unfamiliar vocabulary
- spelling and pronunciation
- reading for information
- reading and interpreting maps and diagrams
- using maps and diagrams to instruct others

EVALUATION:

- students will be evaluated at the start and finish of every course with pre and post-tests
- improvement in learning techniques will be evaluated based on performance in class and on worksheets
- students will perform self-evaluations based on correct completion of worksheets

EVALUATION APPLICABLE IN THE WORKPLACE:

At the end of this course, students will perform more effectively in the workplace:

- Students will be more competent at number use and discrimination. This competency will reduce the number of job errors that revolve around the use of forms, material code numbers, labels, and directions.

- Students will be better able to respond to the forms, maps and diagrams they see around them. They will be able to record their own schedules, report errors and record other information, making them less reliant on their supervisors.

- Students will be more adept at giving and receiving instructions, both written and oral. This will enhance their ability to perform jobs on the line and make fewer errors in completion of those tasks.

TEACHER TIPS

Although there are many similar strategies for teaching reading in an educational establishment and teaching in the workplace, there are differences in **purpose**, **subject matter**, **methodology**, and **evaluation.**

PURPOSE:

Workplace skills teachers:

- empower employees
- give employees strategies so that they can problem solve and make decisions for themselves and things that affect them
- make employees more flexible and therefore more useful to their employers
- enable employees to function better at their jobs and within their lives

SUBJECT MATTER:

The development of the curriculum and the choice of materials:

- identifies how and what training will improve job performance
- considers the students' needs and interests
- relates directly to their jobs (e.g. work orders), or to company policies, procedures, and benefits, or material with human interest (e.g. The New Jersey Guide to Consumer Law)
- requires students to ask themselves questions like
  "Why am I reading this?"
  "What does this mean for me?"
  "What do I need to do?"
  "How do I need to change what I am doing now?"

TEACHER TIPS

METHODOLOGY:

Many of our students have had unhappy experiences at school. The reading class concentrates on the following:

- develops a nurturing environment where students are comfortable working together
- presents challenges for the students
- imitates the real world, by delegating different people to do different tasks and then pooling resources and sharing that information
- encourages students to teach and learn from each other
- enables students to discuss problems with interpretation of material and its relevance to individuals
- sees the teacher a facilitator rather than lecturer

EVALUATION:

Assessment within a college setting is much more cut and dried. It is more difficult to quantify what we do. However, we do:

- assess reading and math levels at the start and end of the program
- give pre and post class exercises to see personal gains (which are usually significant)
- track anecdotal evidence of improvement on the job

NOTE:

The core content of this course can be used in a variety of workplace settings. The instructor must collect material from the specific industry. In this manual where sample worksheets appear to be almost duplicated, the first sheet is for a service company, and the second, for an engineering company.

INTERPRETING COMPANY MATERIALS
♦SESSION 1♦

OBJECTIVES:

In order to recognize and use job terms, at the end of this session students will be able to do the following:

- match general jobs with job descriptions
- identify titles and tasks specific to the company
- use action words
- identify subjects and verbs

TOPICS:

- matching different types of work with job descriptions
- identifying what people do
- using action words to describe an assembler's job
- subjects and verbs

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing

EVALUATION:

- self evaluation of whether they have completed the worksheets correctly
- ongoing evaluation by teacher

MATERIALS:

- pre-class exercises
- worksheets: job terms; subjects and verbs

JOB TERMS

Match the set of terms with the workplace that you think would use those terms.

_____1.	*Social welfare agency*	**a.**	blood pressure, medicine, thermometer
_____2.	*Flower shop*	**b.**	beneficiary, premium, policy
_____3.	*Medical clinic*	**c.**	wreath, flower arrangement, delivery
_____4.	*Bank*	**d.**	stock, invoice, inventory
_____5.	*Insurance Company*	**e.**	discount, receipt, credit card
_____6.	*Warehouse*	**f.**	caseload, evaluation, document
_____7.	*Restaurant*	**g.**	change, deposit, withdrawal
_____8.	*Department Store*	**h.**	menu, order, entree

Echaore-Yoon, Susan. **Reading Skills That Work: Book One.** Chicago: Contemporary Books, 1991.

JOB TERMS

Read the *descriptions* for the jobs below. Then write the name of the job that fits that description (from list) under it.

mail clerk	**delivery person**
stock locator	**stock receiver**
quality controller	**packer**
picker	**inventory controller**

1. checks stock as it arrives in the warehouse

   _____

2. takes items from inventory as noted on an order sheet

   _____

3. weighs, labels, and organizes outgoing packages

   _____

4. brings packages and envelopes to the company

   _____

JOB TERMS (con't)

5. finds suitable places in warehouse for incoming inventory

_____

6. organizes and places order material in suitable box

_____

7. checks order and materials for tidiness, organization, and correctness

_____

8. keeps track the amount of stock that is used or that is required for future jobs

_____

JOB TERMS

Read the *descriptions* for these jobs; write the name of the job that fits that description (from list) under it.

assembler	**welder**
tester	**supervisor**
painter	**receiving clerk**
nurse	**inspector**

1. uses a spray gun to finish the product

_____

2. combines parts to produce units

_____

3. organizes the assemblers and their work

_____

4. takes responsibility for incoming goods

_____

JOB TERMS (con't)

5. checks parts and finished units for quality and damage

_____

6. administers first aid if there are injuries

_____

7. checks units to see if they work

_____

8. solders parts together

_____

SUBJECTS AND VERBS

Verbs are **action** words. In a complete sentence, you need a subject who **DOES** the action. Look at these examples and consider a) what is the **action** and b) **WHO** (or what) is doing the action.

- The assembler works on the line.
- Some people have a lot of money.
- Our teacher drives a red car.
- The supervisor was pleased with production this week.
- The plant will be closed on the 5th of July.
- The machine has broken down three times this week.

Subjects can be singular or plural: For example, "the assembler" in the first sentence is a singular subject; "people" in the second sentence is a plural subject.

Notice the difference between the verbs (present tense):

- **The assembler** comes to work on time.
- **The assemblers** come to work on time.

The first subject is singular, yet its verb ends with an "s" – that means that the verb is singular. This is the opposite for making nouns plural. The singular HE/SHE/IT is the only form that takes the "S" in the present tense.

The second subject is plural, and the verb does not take an "S".

Make sure that singular nouns have singular verbs, and plural nouns have plural verbs.

JOB TERMS

WHAT DOES AN ASSEMBLER DO?

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. _____ the pick list.

2. _____ materials from the shelves.

3. _____ the time needed to do the job.

4. _____ a clean work station.

5. _____ the necessary paperwork when the job is done.

6. _____ the time card.

JOB TERMS (con't)

WHAT DOES AN ASSEMBLER DO?

These sentences describe the tasks of an assembler. Use **ACTION** words to complete them.

1. _____ the work order.

2. _____ wires in the sub-assembly.

3. _____ screws into units.

4. _____ units for defects.

5. _____ machines necessary to assemble unit.

6. _____ material requisition order to maintain a steady supply of parts.

PEOPLE AND JOBS

Very often, people's jobs end in **ER** or **OR**. Look at these examples.

- I teach. I am a teach**er.**
- You work. You are a work**er.**
- ABC Company employs you. ABC Company is your employ**er.**
- He instructs the class. He is an instruct**or.**
- She has studied medicine for 10 years, so she is a good doct**or.**

Make **jobs** for these verbs by adding either **ER** or **OR**:

1. drive _____
2. speak _____
3. learn _____
4. profess _____
5. preach _____
6. clean _____
7. buy _____
8. sell _____
9. manufacture _____
10. rent _____

PEOPLE AND JOBS (con't)

11. navigate _____

12. explore _____

13. distribute _____

14. manage _____

15. supervise _____

16. murder _____

17. view _____

18. collect _____

19. divide _____

20. adjust _____

PEOPLE AND JOBS

Sometimes we add **EE** to show the difference between someone who is receiving the action or someone who does the action.

What is the difference between these two words?

employ**ee** employ**er**

Consider these examples:

1. I train you every week, so I am the train**er**. What are you?

2. My supervisor evaluates my job, so she is my evaluat**or**. What am I?

When you add ER or OR, sometimes the spelling has to change.

Someone who studies **law** is a _____.

INTERPRETING COMPANY MATERIALS
♦SESSION 2♦

OBJECTIVES:

In order to write clear correct messages in the workplace, at the end of this session students will be able to do the following:

- write sentences correctly
- use regular and irregular plural forms
- give a clear description of their jobs

TOPICS:

- subjects and verbs
- regular and irregular plural forms
- complete sentences
- writing about their jobs

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing

EVALUATION:

- self evaluation of the completed worksheets
- ongoing evaluation by teacher

MATERIALS:

- worksheets: More Work with Subjects
  Plural Forms of Nouns
  Complete Sentences
  Job Terms

MORE WORK WITH SUBJECTS

Subjects can be compound: you can have two singular subjects added together to make a plural. Remember, 1 + 1 = 2.

Lorna *and* Carol come to the company every day.
The copier *and* the printer were broken yesterday.
The supervisor *and* the assembler did not have the key to the supply room.

However:

Lorna *or* Carol comes to the company every day.
Either the copier *or* the printer **was** broken.
Neither the supervisor *nor* the assembler **has** the key to the supply room.

Subjects that are collective nouns take singular verbs: collective nouns may seem plural since they include a group, but they act as singular nouns and take a singular verb.

The *team* **is** making a decision about the production changes.
The *safety committee* **meets** twice a month.

Singular nouns that end in "s": sometimes we use nouns that have an "S" at the end but they are really singular in concept and take a singular verb.

Mathematics **is** offered through the MCCC program.
The United States **is** committed to training its workforce.

My *pair of scissors* **is** in my pocket.
My *scissors* **are** in my pocket.

MORE WORK WITH SUBJECTS (con't)

Be careful of the word "of ": attached to nouns, it does not change the original subject.

The *book* **is** on the desk.
The *book of matches* **is** on the desk.
But – *the matches* **are** on the desk.

The *board of directors* **controls** the company.
But – *the directors* **control** the company

Some nouns are always plural: even though they relate to only *one* item: if you can use "pair of _____" with something, then it is singular; however, if you use the item by itself, it is plural and fits into this category.

PLURAL FORMS OF NOUNS

To make most nouns plural, add **s.**

⇒ chairs, tables, dogs, cats

Add **es** to nouns ending in **sh, ch ss** and **x.**

⇒ dishes, matches, dresses, boxes

If a noun ends in a consonant and **y,** change the **y** to i and add es.

⇒ ladies, babies, secretaries

If a noun ends in fe or **f,** change the ending to **ves**. (Exceptions: beliefs, chiefs, roofs, cuffs)

⇒ knives, shelves, wives, halves

Some nouns that end in **o** just take **s** in the plural.

⇒ zoos, radios, photos, studios, pianos, autos, solos

Some nouns that end in **o** take **es** in the plural.

⇒ potatoes, tomatoes, heroes, echoes, mosquitoes

Some nouns have irregular plural forms.

⇒ children, men, women, people, feet, teeth, mice, geese

Some plurals are the same as the singular.

⇒ deer, fish, sheep, species, offspring

Singular nouns that end in s

⇒ athletics
⇒ economics, mathematics, physics
⇒ news
⇒ politics
⇒ the United States

Nouns that are always plural

⇒ clothes, jeans, pants, shorts, slacks, trousers
⇒ glasses
⇒ scissors
⇒ police

PLURAL FORMS OF NOUNS

The sentences below are written in the singular. Make the necessary corrections to make them plural.

1. The woman has a new-born baby.

2. Pass me the knife that is on the shelf.

3. The child showed her teacher her vacation photo.

4. Last summer I was bitten by a mosquito.

5. The box must be sent to the man by UPS.

6. The secretary typed up the list to show the student who was in the class.

COMPLETE SENTENCES

A **complete sentence** must have the following:

1. subject
2. verb
3. complete thought

Also, the sentence must start with a CAPITAL letter and end with a period.

COMPLETE SENTENCES

Look at the sentences below and say whether they are **complete** sentences. If they are not, make them complete.

1. The company is closed for the holiday.

2. Hoping to return.

3. the machine, a large and noisy collator.

4. In the cafeteria, there are new tables

5. Have to be cleaned everyday.

6. When I returned to work after my operation.

7. Even though he forgot to keep track of his hours.

8. Before I came to work here, I worked in many different jobs.

9. For example, machine operator, fast-food worker, and checkout clerk.

10. However, like this job best.

JOB TERMS

ON THE JOB

Answer the following questions to write as much as you can about your job.

1. What **job terms** do you hear everyday?

2. What **job titles** do you hear everyday?

JOB TERMS (con't)

3. What are some **tools and equipment** that you work with?

4. What are some **job tasks** that you perform everyday? (use **ACTION** words)

INTERPRETING COMPANY MATERIALS
♦SESSIONS 3 & 4♦

OBJECTIVES:

In order to interpret symbols at work and in their daily lives, at the end of this session students will be able to:

- recognize and use pictorial symbols
- recognize and use abbreviations
- recognize and use acronyms

TOPICS:

- pictorial symbols
- abbreviations
- acronyms

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

MATERIALS:

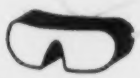
- worksheets: abbreviations, acronyms, symbols

SYMBOLS

Symbols are like abbreviations – they are a shortened form of a piece of information. Usually a symbol is a picture or an image that relates to the idea.

Look at these symbols on the *right* and match them with the meanings on the *left.*

1. Do not park here
2. Gasoline is available ahead
3. A hospital is nearby
4. Do not make a left turn
5. Do not smoke here
6. Poisonous substance
7. Flammable
8. Safety Glasses Required
9. First Aid Station



SYMBOLS ON MACHINES

PART I

To help you operate machines, the buttons or keys often have *symbols.*

For example, a calculator has keys with symbols on them. Write the symbol next to the operation:

1. addition _____

2. subtraction _____

3. division _____

4. multiplication _____

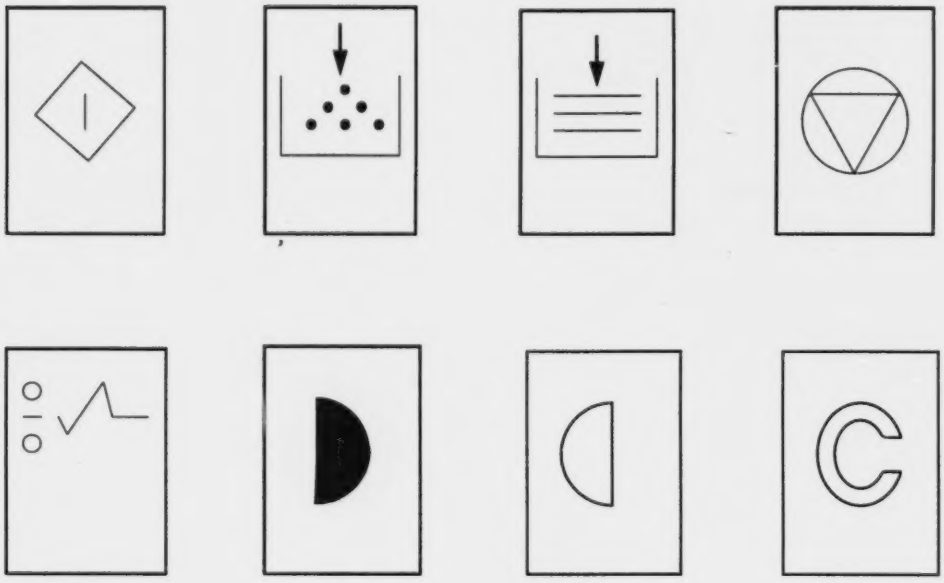
5. equals _____

6. percentage _____

SYMBOLS ON MACHINES (con't)

PART II

A copying machine also has keys with symbols. Here are the symbols below. What do you think the symbols stand for?



Echore-Yoon, Susan. **Reading Skills That Work: Book One.** Chicago: Contemporary Books, 1991.

HEALTH AND SAFETY SYMBOLS

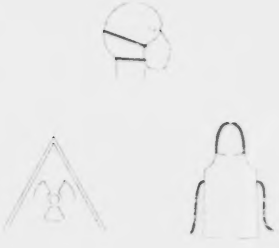
The workplace is full of universally used health and safety symbols. Knowing exactly what these mean can help keep you safe. How many of these do you recognize? Are there any others that ABC Company uses?

NO SMOKING

FIRST AID

DO NOT ENTER

WET PAINT



HEALTH AND SAFETY SYMBOLS (con't)

For fun, look at these pictures. If each of these was on a container, what would it tell you about the substance inside?

1.

_____

2.

_____

3.

_____

4.

_____

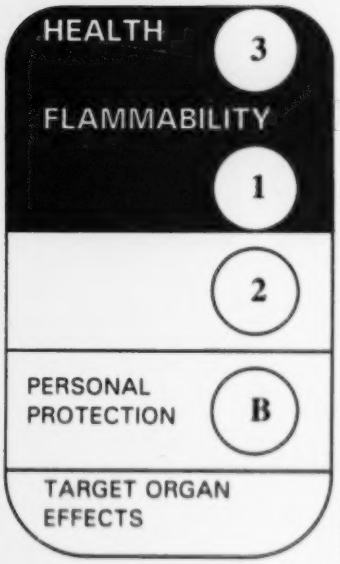
5.

_____

NFPA COLOR AND NUMBER CODED LABEL SYSTEMS

If you work with any hazardous materials you need to know how your health might be affected and what precautions you should take. When you read the container labels you must understand what the colors, numbers and abbreviations stand for.

Color bar type label



Letters

are keyed to *specific protective gear.*
the letter that appears in the **white** bar is keyed to specific personal protective gear.

A =
B =
C =
D =

both labels

Colors

represent the *kind of hazard,*

Blue – Health hazards
Yellow – Reactivity
Red – Flammability

Numbers

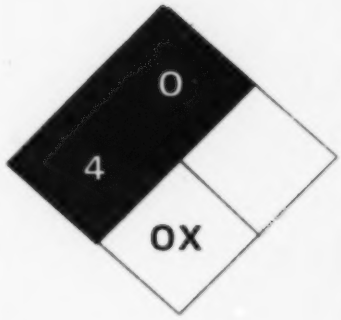
show the *degree of hazard,*

0 = Minimal Hazard
1 = Slight Hazard
2 = Moderate Hazard
3 = Serious Hazard
4 = Severe Hazard

Hazard warning information such as organs of the body that may be affected by the chemical will ususally be shown.

Always read the label before you start a job, and use the information to work with chemicals safely. If the container labels are missing, damaged, or illegible, notify your supervisor immediately.

NFPA type label



TARGET ORGAN EFFECTS

Letters

are keyed to *specific hazards* on the **white** part of the label:

OX	=	Oxidizer
ACID	=	Acid
ALK	=	Alkali
COR	=	Corrosive
W	=	Use no water
	=	Radioactive

ABBREVIATIONS

An ***abbreviation*** is a shortcut or an easy way to write a long word or frequently used words.

Look at this list of commonly used abbreviations. Write out the full words (what they mean) next to the abbreviation.

1. lb. _____
2. tsp. _____
3. IRS _____
4. pg. _____
5. pres. _____
6. VP _____
7. Mon. _____
8. ASAP _____
9. yr. _____
10. hr. _____

ABBREVIATIONS (con't)

11. COD _____

12. FYI _____

13. UPC _____

14. RE _____

15. DOB _____

16. BYOB _____

17. CPR _____

ABBREVIATIONS (con't)

Read the job advertisement below. Look at all the **abbreviations** and figure out what they mean. Then rewrite the advertisement using the full words in place of the abbreviations.

PT, FT wrkrs. wtd.

Fl. yr. emplymt.

Gd. hrly. wg.

Exc. ben.

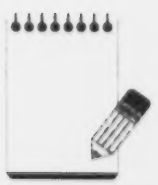
Vac. avail. w/i yr.

EOE

Pls. cl. 555-3322
dys./mess.

ABBREVIATIONS (con't)

We encounter new abbreviations every day. Keep a journal of all the abbreviations you come across for a week. Write down the abbreviation, what it means and explain how you figured it out.



ABBREVIATIONS (con't)

Now let's look at some abbreviations that you use here at ABC Company. What do they mean and where and when would you use them? What are the consequences of not knowing them? Are there any others you use?

1. pcs _____
2. 3 hp _____
3. O.T _____
4. w/e 3/25/94 _____
5. acct. _____
6. ctns. _____
7. qty. _____
8. emp.# _____
9. attn. _____
10. pkg. ID _____
11. C.S.R. _____

ABBREVIATIONS (con't)

12. S.T.S. _____

13. UPS _____

14. RPS _____

15. RR# _____

ABBREVIATIONS (con't)

Now let's look at some abbreviations that you use here at ABC Company. What do they mean and where and when would you use them? What are the consequences of not knowing them? Are there any others you use?

1. w/o _____
2. max. _____
3. O.T. _____
4. obs. _____
5. dept _____
6. qty. _____
7. equip. _____
8. chg'd. _____
9. attn. _____
10. Q.C. _____
11. I.S.D. _____

ABBREVIATIONS (con't)

12. M.S.D.S. _____

13. mils. _____

14. E.E.O. _____

15. H.M.O _____

ABBREVIATIONS (con't)

Write a note to a co-worker using some abbreviations. Then exchange notes with the person sitting next to you. Can you understand each other's messages?

CLIENT ABBREVIATIONS

Another very important use of abbreviations is for identifying client names and orders. We use company recognized abbreviations rather than writing out the three full names of the companies on most of the paperwork. Recognizing and using these abbreviations becomes a part of doing the job efficiently.

Look at the list of clients on the Requisition Control Report. What are their full names?

STATE ABBREVIATIONS

Look at the map below. All the states are identified by their abbreviations. How many of them can you name in full? (Use map of your city/state to illustrate this concept.)

ACRONYMS

We use some abbreviations as words – these are **acronyms.** To make an acronym, pull the first letter from each word (or sometimes the first two letters).

1. National Aeronautic and Space Administration

   _____

2. Radio Detecting And Ranging

   _____

3. Wide-Area Telecommunications Service Line

   _____

4. Federal Insurance Contributions Act

   _____

5. International House Of Pancakes

   _____

6. Occupational Safety and Health Administration

   _____

ACRONYMS (con't)

7. Individual Retirement Account

_____

8. United Nations International Children's Emergency Fund

_____

9. Acquired Immunodeficiency Syndrome

_____

10. Special Weapons And Tactics

_____

Now think of some **Acronyms** that you have come across.

INTERPRETING COMPANY MATERIALS
♦SESSION 5♦

OBJECTIVES:

In order to improve their accuracy working with numbers and codes, at the end of this session students will be able to do the following:

- read and discriminate between similar numbers
- recognize and use company codes
- identify the purpose of codes and the best way to list them alphabetically or numerically

TOPICS:

- number discrimination
- codes – listing them alphabetically and numerically
- Using company abbreviations and codes

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

MATERIALS:

- worksheets: Number Discrimination
  Codes
  Client Abbreviations and Codes

NUMBER DISCRIMINATION

Having good number discrimination skills means that you can *read numbers correctly* and *tell them apart*. Sometimes when we are reading quickly we change the numbers in our heads, or we flip them around. This mistake in reading a number can lead to a big mistake in your work! So, we have to read numbers carefully and slowly.

Look at these groups of numbers. Each group has one **identical pair.** Find that identical pair and circle it.

Example: 224 -242
442 - 424
422 - 422 ✓ identical pair
421 - 241

1. 13 - 31
   312 - 321
   31 - 31
   31 - 13

2. 247 - 274
   271 - 271
   237 - 273
   227 - 272

3. 108 - 180
   187 - 176
   167 - 173
   371 - 371

NUMBER DISCRIMINATION (con't)

4. 2791 - 2971
   7819 - 7819
   189 - 198
   109 - 108

5. 33228 - 32328
   33282 - 33282
   38328 - 38382
   33882 - 38382

6. 94321 - 94231
   93423 - 94423
   93241 - 93241
   93429 - 92342

7. 91 - 19
   19 - 90
   90 - 91
   91 - 91

8. 1936 - 1936
   1963 - 1936
   1989 - 1998
   1904 - 1940

9. 3001 - 3100
   3010 - 3010
   3100 - 3101
   3101 - 3110

10. 100 - 10
    100 - 101
    100 - 100
    100 - 1000

CODES

Codes are sets of letters or numbers, sometimes letters and numbers together, that are used like abbreviations.

Codes are used to make filling out forms easier, or they are used to keep track of a certain set or repeated activities or items. Look at the **codes** on this customer order form.

COLOR CODES FOR PAINTS

yellow paint	**A98**	**green paint**	**C99**
red paint	**A87**	**white paint**	**A86**
blue paint	**B78**	**brown paint**	**X96**
purple paint	**C98**	**beige paint**	**X98**

1. What is the title of this list of codes?

2. What do you think this list of codes is used for?

3. Are the codes arranged in any way? Alphabetical? Numerical?

4. Think about the different ways you could rearrange these codes. How would you do it and why?

CODES (con't)

Read the list of code options for these colors. Pick the correct code. Write the letter for the correct code in the space to the right.

1. yellow paint

   a. A89 b. A98 c. C99 d. A99 _____

2. purple paint

   a. C99 b. B78 c. C98 d. C99 _____

3. brown paint

   a. X98 b. X69 c. X68 d. X96 _____

4. blue paint

   a. B78 b. A78 c. C99 d. C78 _____

5. white paint

   a. A88 b. A98 c. A86 d. A68 _____

6. black paint

   a. A98 b. C98 c. X97 d. B78 _____

7. red paint

   a. A88 b. A78 c. A77 d. A87 _____

CLIENT ABBREVIATIONS & CODES

Group Discussion:

Look at the list of Clients and their codes. What can you say about the way the list is arranged? Is there any way that this could be rearranged and why might you want to rearrange it? What happens when new clients are added to the list? (Use the client list of your company for reference)

ACTIVITY CODES

Group Discussion:

Look at the Activity Codes on the back of your Job Labor Card. Why do you use these codes? When do you use them? How important is it to be accurate with these? ABC Company has recently revised these? Why do you think they did this? Do you think that the new codes are an improvement? Why?

ABC CODES

ABC Company uses number and letter codes. Letters are used for the product code, and a combination of letters and numbers tell you which part to use. Pick out the 2 products or parts that are identical in the examples below.

1.
MMAB
MGAB
MABB
MGAB
MGAA

2.
MLDB
MLCA
MLCB
MFCB
MLDB

3.
S-1737
S-1337
S-1377
S-1733
S-1337

4.
H21320AB
H12023AB
H21320BA
H21320AB
H12203AB

5.
H038060AB
H308006AB
H308600AB
H380600AB
H038060AB

6.
H04632600A1B
H40326600A1B
H40632006A1B
H460230061AB
H40632006A1B

WORKING WITH PARTS CODES

Look at the **Structured Bill of Materials.**

If my component part is **H21320AB** what do all the letters mean?

Look at the **Nut Part No. Summary.**

H2 tells me that I need a nut

13 tells me the size **1/4**

20 tells me how many threads per inch **20**

A tells me the description **a nut with captive washer**

B tells me the material **steel (zinc plate)**

Once I have found the nut, I then evaluate what I have done by comparing what I have with the diagram.

I can also read the description. Does **"1/4-20 self locking nut"** describe what I have found?

WORKING WITH PARTS CODES (con't)

Using the material provided, work in groups to match the correct component parts to their descriptions. Try to work out what the abbreviations stand for.

Component Parts	Description
H20832AB	**#6-32 x 3/8 H HD M S W/SERR W/SLOT**
H308006AB	**8 - 32 SELF LOCKING NUT**
H21320AB	**10 - 32 SELF LOCKING NUT**
H21032AB	**8 x 3/8 SMS HEX WHD W/SERR W/SLOT**
H20632AB	**1/4 - 20 SELF LOCKING NUT**
H40632006A1B	**6 - 32 SELF LOCKING NUT**

INTERPRETING COMPANY MATERIALS
♦SESSIONS 6 &7♦

OBJECTIVES:

In order to understand, interpret and act on company forms, at the end of this session students will be able to do the following:

- read forms
- complete forms
- know subject and purpose of forms
- respond accordingly

TOPICS:

- forms
- subject and purpose
- filling out forms

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

MATERIALS:

- worksheets
- assorted company forms

FORMS AND APPLICATIONS

Look at the **form** below. Fill it out.

NAME: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: (_____) _____ - _____

DATE OF BIRTH: _____

SEX: _____

SOCIAL SECURITY NUMBER: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

EMPLOYER: _____

EMPLOYER'S ADDRESS: _____

_____

EMPLOYER'S TELEPHONE NUMBER: (_____) _____ - _____

PURPOSE OF FORMS AND APPLICATIONS

Look at the form below. What is its **purpose**? Or in other words, why would you fill it out? Give examples of when you would use this form.

PURPOSE:_____

* * * * * * *

Name:_____

Old address
Street, City, State, Zip Code

_____

_____

New address
Street, City, State, Zip Code

_____

_____

Date of Change _____/_____/_____

Signature

_____ _____

Date _____/_____/_____

Please complete this form before seeing one of our ABC staff.

Name:_____

DOB:_____ Nationality:_____

SS#:____-____-_____US Citizen? yes ☐ no ☐

Address:_____

_____

Employer's Name:_____

Employer's Address:_____

_____

* * * * * *

Doctor's name:_____

Doctor's address:_____

_____

Doctor's telephone:_____

* * * * * *

Blood type:_____ Last donation:____/____/_____

Allergies:_____

_____

Medications:_____

See attached sheet for the AIDS statement and confidentiality policy.

Please complete this form and give it to the *main clerk.* **PLEASE PRINT.** Do not give it to a cashier. The main clerk will process your form and give you a temporary card. You will receive your permanent card within 7 business days. Please use your temporary card until you receive your permanent one.

PERSONAL INFORMATION

NAME:_____

ADDRESS:_____

CITY:_____ ZIP:_____

PHONE:(___)____-_____ BUS. PH.:(___)____-_____

MAILING ADDRESS:_____

_____

BANK INFORMATION

BANK NAME:_____

BANK ADDRESS:_____

_____

BANK PHONE:_____

ACCOUNT #:_____

ACCOUNT TYPE:_____

JOINT ACCOUNT NAME:_____

MAC Availability? ☐ yes ☐ no

FORMS AND APPLICATIONS

Look at the form.

1. What is the purpose of this form?

2. Is there anything that you must not fill in?

3. Is there anything that you don't have to fill in?

4. What are some abbreviations on the form?

Fill out the form.

FORMS – LOOKING FOR SUBJECT AND PURPOSE

Look at the form below and answer the following questions.

NOTICE!

This Jacket is missing a Requisition for the items listed below.

Code#	**Quantity**
#dm-109-r2	450
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Until you receive the requisition from Customer Service you cannot close this jacket.

1. What is the <u>subject</u> of this form?

2. What is its purpose?

3. When can you close this Jacket?

ERROR TYPES

A. Missing Item

B. Wrong Item

C. Incorrect quantity – too much

D. Incorrect quantity – not enough

E. Picker's initials missing on requisition

F. Damaged or dirty material

G. Special instructions not followed

H. Old markings not blocked out

I. Multiple cartons not marked

J. Packing slip not properly enclosed

K. Not well packed

L. Pack and Check label missing or incomplete

M. Packer's initials missing on label

N. Shipping label doesn't match requisition

O. Flammable or hazard label missing

P. Customized procedure not followed

Q. Item not shrink-wrapped

Z. Other, not covered above

ERROR REPORT FORM

Company Number	Req. Number	Error Number	Description or Comment

ERROR REPORT

Week of September 17, 1993

I.

Company Number: 0023
Requisition number: M-10422
Problem: The packer's initials were missing on the requisition. Also, the flammable label was not placed on the box.

II.

Company Number: 0267
Requisition number: M-45962
Problem: The special instructions were not followed for the package. Also, there was too much of a particular item.

III.

Company Number: 0098
Requisition number: M-07893
Problem: The materials were dirty and torn. Note: the requested posters were folded and not rolled.

IV.

Company Number: 0072
Requisition number: M-1350
Problem: The items were not well packed. Several items were missing. Also, the old markings on the box were not blocked out, and the shipment went to an incorrect mailing region.

ERROR REPORT (con't)

V.

Company Number: 0408
Requisition Number: M-68006
Problem: The 15 cartons were not marked as such numerically. Two of the items were not shrink-wrapped, and they arrived in torn condition. One item was incorrect.

VI.

Company Number: 0387
Requisition number: M-64774
Problem: There was not enough of one item, and too much of three items. The packing slip was not properly enclosed. The customized procedure was not followed. Note: there were discarded food wrappers enclosed with the materials.

VII.

Company Number: 0342
Requisition number: M-59900
Problem: The shipping label did not match the requisition. The packer's name was not on the requisition or label

VIII.

Company Number: 0373
Requisition number: M-63951
Problem: Two items were missing, the materials were damaged, the multiple cartons were not marked, and the packing label was incomplete. Note: the wrong items shipped were from the company's direct competitor.

FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)

Look at the form below and answer the following questions.

MATERIAL SHORTAGE REPORT

Date:_____ Line:_____

Part.	Part #	Qty.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)

1. What is the subject of this form?

2. What is its purpose?

3. Who would fill out this form?

4. To which department would you send it?

FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)

Process/Standard Deviation Report (use your company report for reference)

FORMS – LOOKING FOR SUBJECT AND PURPOSE (con't)

1. What is the subject of this form?

2. What is its purpose?

3. Who would fill out this form?

4. To which department would you send it?

PAINTSHOP REJECTION REPORT FORM

Model Number	Work order Number	Rejection Code	Description or Comment

READING FORMS – PAINT SHOP REJECTIONS

Based on the **Paint Workmanship Rejection Criteria**, make your decisions about what to do with the units below. Then fill out the **Rejection Report Form.** What will you do with the units you do not reject?

Week of March 21, 1994

I.

Model Number: MIMB
W/O number: 942775B01
Problem: There is a thin layer of dust stuck to the paint all over the front panel.

II.

Model Number: MABB
W/O number: 942777B04
Problem: The right side panel is a slightly different color.

III.

Model Number: MGAA
W/O number: 943429A01
Problem: There is a deep scratch on the inside surface.

IV.

Model Number: MLDB
W/O number: 943428B02
Problem: The unit has a section that appears not to have been painted. The area involved is about the size of a dime on the top of the unit.

READING FORMS – PAINT SHOP REJECTIONS (con't)

V.

Model Number: MLBA
W/O number: 942779B01
Problem: The paint has begun to chip around the stud heads at the back of the unit.

VI.

Model Number: MKDB
W/O number: 943500A02
Problem: Under direct light three very small blobs of paint can be seen on the front panel.

VII.

Model Number: MLAA
W/O number: 942475B01
Problem: The company logo is scratched.

VIII.

Model Number: MFCB
W/O number: 942776B01
Problem: The paintwork is flat and dull.

INTERPRETING COMPANY MATERIALS
♦SESSION 8♦

OBJECTIVES:

In order to understand, interpret and act on company forms and schedules, at the end of this session students will be able to do the following:

- read schedules
- fill out their own schedules
- transcribe written information onto a schedule

TOPICS:

- reading schedules
- completing schedules

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

MATERIALS:

- worksheets
- assorted company schedules

SCHEDULES

Schedules are all around us in the workplace. We need to know at what time we are doing what, and on what day we are going where. Sometimes we make schedules to organize an activity.

What is this a schedule for?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Sweep floors	✓		✓		✓
Mop floors	✓				✓
Pick up trash		✓		✓	
Dust furniture			✓		
Dust blinds			✓		
Wash sinks	✓	✓	✓	✓	✓
Clean toilets	✓	✓	✓	✓	✓
Disinfect floors				✓	

SCHEDULES (con't)

1. What is a good title for this schedule?

2. How many columns are there?

3. How many rows are there?

4. What are the headings or labels?

5. What are the abbreviations that are on top of each column?

6. What **ACTIONS** do you see? List those **VERBS.**

SCHEDULES (con't)

Using the cleaning schedule, tell us what these people have to do.

1. Susan works on Tuesdays and Fridays. What does she have to do?

2. Mark works on Mondays and Wednesdays. What does he have to do?

3. Lynn works on Mondays, Thursdays and Fridays. What does she have to do?

4. Susan works on Tuesdays and Fridays. How many times a week does she have to wash sinks? How many times a week does she have to pick up the trash?

5. Lynn works on Mondays, Thursdays and Fridays. How many times a week does she have to sweep the floors? How many times a week does she have to clean the toilets?

6. Who has to disinfect the floors?

7. Who has to pick up the trash?

SCHEDULES (con't)

Jim Lewis (empl. # 45582) works in the warehouse. On a typical day, he comes to work at 8:00, leaves for lunch at 11:45, returns from lunch at 12:30, then works until 4:45. He is expected to work an 8 hour day – any time he puts in over this is considered overtime. Today, 3/7/95, he worked an extra hour and left at 5:45, so he had 8 hours regular work time and 1 hour of overtime. He keeps track of his time like this:

	IN	OUT	IN	OUT	Total Reg. Hrs.	Total Ovt. Hrs.
M 3/7	8:00	11:45	12:30	5:45	8	1

SCHEDULES (con't)

This is what Jim did this week. Help him to complete his schedule.

- On Monday (3/7/95), he started work at 8:30, stopped for lunch at 12, returned to work at 12:45, and he left work at 6:00.

- On Tuesday, he came in at 8:00. He took lunch from 12:30 to 1:15. He left work at 5:30.

- On Wednesday, he came to work at 8:00, but it started to snow and the company decided to close early (12:00).

- On Thursday, he was late to work because of the snow, so he didn't get in until 9:00. However, he was asked to stay until 7:00. As usual, he took his 45-minute lunch break.

- On Friday, he made it in at 8:00, he took lunch at 12:30, and he returned to work at 1:15. As it was the weekend, he left work at 4:45.

- On Saturday, he stayed home!!

- On Sunday, he came to the factory for four hours, from 12 to 4.

JIM'S WORK SCHEDULE

Emp.#: _____ Emp. Name: _____

Dept. _____

Dates	IN	OUT	IN	OUT	Total Reg. Hrs.	Total Ovt. Hrs.
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

MY REGULAR WORK SCHEDULE

Now, in the Schedule provided, fill out what you did at work last week. Record your regular and overtime hours.

	MON	TUES	WED	THUR	FRI	SAT
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						

Regular Hours: _____ **Overtime:** _____

SCHEDULES

Job Labor Card

Emp.#: _____ Emp. Name: _____

Date: _____ Dept.: _____

Job No.	Activity Codes	Total Hours	Start Time	Stop Time

Total Time: _____ **Total Hours:** _____

JOB CODES AND TIME CARDS

JOB PREPARATION

100 Set-up
101 Picking materials
102 Collecting paperwork
103 Clean-up

MATERIAL PREPARATION – PAPER

200 Collating
201 3HP
202 Spiral
203 Tabbing
204 Cutting

PACKAGING

500 Making boxes
501 Printing Labels
503 Making envelope inserts
504 Shrink-wrapping
505 Sealing
506 Labeling

SHIPPING

600 Paperwork
601 Weighing
602 Set-up for postage machine
603 Postage machine
604 Sacking

JOB CODES AND TIME CARDS (con't)

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.

Today (3/8/95), he goes to get his work order first thing in the morning. He takes 15 minutes to read his work order and sees that he will be packaging and shipping materials for a large customer.

After taking 15 minutes to set up his work area, he spends an hour assembling 60 boxes. While the picker is filling the boxes, Jim takes half an hour to assemble the envelope inserts. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes shrink-wrapping the envelope inserts. It takes him another 20 minutes to put the envelopes onto the boxes.

Jim is now ready to run off his labels, which takes him only 10 minutes. Because he has so many boxes to address and seal, he spends the rest of his morning doing these activities before going to lunch.

Once he returns from lunch, Jim has to calculate the weight of the shipment. After 10 minutes weighing, he decides that the shipment is too large and too heavy to send via the post office. So, he has to complete the paperwork to send the boxes via UPS. This takes him 20 minutes. He tags the shipment with box numbers and destination codes, and 20 minutes later he does a 10 minute clean-up and is ready to do his next job.

JOB CODES AND TIME CARDS (con't)

JOB PREPARATION

100 Set-up
101 Picking materials
102 Collecting paperwork
103 Clean-up

RECEIVING

200 paperwork
201 checking
202 unloading
203 shelving

PACKING

500 Making boxes
501 Printing Labels
503 Sealing
504 Shrink-wrapping

SHIPPING

600 Paperwork
601 Weighing
602 Loading

JOB CODES AND TIME CARDS (con't)

Jim has a busy day and he needs help filling out his Job Labor Card. As you can see, not only does he need to keep track of his hours, but he also needs to itemize what he does during the day.

Using the list of Job Codes, fill out Jim's Job Labor Card.

Today (3/8/95), he goes to get his work order first thing in the morning. He takes 15 minutes to read his work order and sees that he will be doing 2 main jobs. The first is packaging and shipping materials for a large customer. The second is receiving a consignment of parts which should arrive mid morning.

After taking 15 minutes to set up his work area, he spends an hour assembling 60 boxes. While the packer is putting completed units into the boxes, Jim takes half an hour to print the labels. He then has a ten minute coffee break.

When he returns from his break, he spends the next 20 minutes sealing the boxes. Then the shipment of parts arrives. It takes him 20 minutes to unload the parts and another 20 minutes to check the shipment. The paperwork takes another 10 minutes. Because he has to reorganize shelf space, he spends the rest of the morning making space for the new parts before going to lunch.

Once he returns from lunch, it takes Jim 1 more hour to shelve the order. He then goes back to his first job.

He has to calculate the weight of the shipment. After 10 minutes weighing, he has to complete the paperwork for the carrier. This takes him 20 minutes. Unfortunately the carrier arrives an hour later than expected. So while he waits he tidies up his station. Once the truck is there it takes 45 minutes to load it.

For the rest of the day he helps the Material Handler move supplies for the next day.

INTERPRETING COMPANY MATERIALS
♦SESSION 9♦

OBJECTIVES:

In order to give information clearly in writing, at the end of this session students will be able to do the following:

- identify the parts of a paragraph
- write a clear, well constructed paragraph

TOPICS:

- parts of a paragraph
- writing a paragraph

METHODS:

- guided discussion
- group work
- writing

EVALUATION:

- self-evaluation based on correct completion of worksheets
- ongoing evaluation by teacher

MATERIALS:

- worksheets

PARAGRAPHS

A **paragraph** has several parts:

INTRODUCTION:

This is the first sentence of the paragraph. It tells you what the paragraph will be about (subject) and the author's point (main idea).

BODY:

This is made up of the middle sentences of the paragraph. It is the support that the author gives for his main idea. The support can take many forms: examples, a process, a story, or a definition.

CONCLUSION:

This is the last sentence of the paragraph. It can be a restatement of the introduction, or it can be a comment on the main idea.

PARAGRAPHS (con't)

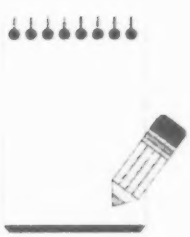
EXAMPLE:

In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

PARAGRAPHS (con't)

Now write a paragraph of your own. Think of an occasion when you discovered mistakes in something that you were working on.

Be sure to include an **introduction, good support** and a **conclusion.**



INTERPRETING COMPANY MATERIALS
♦SESSIONS 10 & 11♦

OBJECTIVES:

In order to write and give clear instructions in the workplace, at the end of this session students will be able to do the following:

- identify who will be receiving the instructions
- use commands
- write clear correct instructions
- use correctly ordered steps

TOPICS:

- Audience and purpose
- commands
- importance of correct order of steps
- writing sets of instructions

METHODS:

- guided discussion
- group work
- worksheets to practice writing skills

EVALUATION:

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluation of each other's instructions

MATERIALS:

- worksheets

COMMANDS

Commands are brief and to the point! We use them to give instructions or to tell someone to do something.

When you use a command, don't use a subject. Look at the differences between these sentences and commands:

Sentence: **You put** the pencil on the table and **you take** your notebook with you.

Command: ***PUT*** the pencil on the table and ***TAKE*** yòur notebooks with you.

Sentence: **You don't talk** Hungarian in class and **you don't ignore** the teacher.

Command: ***DON'T TALK*** Hungarian in class and ***DON'T IGNORE*** the teacher.

Sentence: It would be really nice if **you stopped talking** while I'm working.

Command: ***STOP TALKING***!

COMMANDS (con't)

Give **commands** for the following sentences.

1. I think you should close the door and then you should erase the board.

2. It would be nice if you didn't throw the eraser at the teacher.

3. What a wonderful idea to put the units on the line.

4. You really shouldn't talk back to your boss, you know.

5. If I were you, I would plug in the light before you turn it on.

6. I don't like it when you are rude to me, so I'm asking you to stop.

TIPS FOR WRITING INSTRUCTIONS

Instructions tell people how to do things. We use instructions on the job, especially when we are trying to do something new, or have been moved to a different area for work.

Instructions are good when they are ***simple and easy to follow.***

Keep these instructions in mind when *you* are writing good instructions:

- use clear and strong verbs
- use simple sentences – one verb
- use commands
- describe anything that you think the reader might not know or understand – what something looks like, how it works, what it is used for
- keep a clear order to the steps
- use numbered steps if you can – instructions are hard to follow if they are bunched together in a paragraph
- add any pictures that might help the reader understand
- make sure that you haven't left out any important *warnings*

WRITING GOOD INSTRUCTIONS

When we give instructions, we use **strong** and **clear verbs**. Also, we keep the steps **in order** so that the reader doesn't get confused.

Look at these instructions for cashing a check. What steps are *missing*? Which ones are *out of order*? Which steps have *unclear* verbs? Rewrite these instructions so that they are very clear and easy to use.

Cashing a check ➲ ➲ ➲ ➲

1. get paycheck
2. go to bank
3. cash check
4. make sure you have your MAC card or other ID
5. take money
6. be sure to ask for small bills
7. if bank is closed, then go to food store
8. keep check stub

INSTRUCTIONS – CORRECT ORDER

When you try to follow instructions, it is important that they are in the **correct order.**

1. Unscramble these steps.
   Notice that they all start with an **action** word.

   - steep for a few minutes
   - place teabag in cup
   - take teabag out of wrapper
   - boil water
   - add milk and sugar if desired
   - pour boiling water into cup

2. You have been relieved by a new person so that you can come to class. Write instructions **in order** for the job you have been working on.

WRITING CLEAR INSTRUCTIONS

Write the steps **in order** for filling out your Job Labor Card

INTERPRETING COMPANY MATERIALS
♦SESSION 12♦

OBJECTIVES:

In order to read, and follow instructions in the workplace, at the end of this session students will be able to:

- define goals
- identify steps
- name the items needed
- clear up unclear details
- evaluate performance

TOPICS:

- strategy for following instructions
- importance of correct order of steps

METHODS:

- guided discussion
- group work
- worksheets to practice reading skills

EVALUATION:

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluation of each other's instructions

MATERIALS:

- worksheets

STRATEGY FOR FOLLOWING INSTRUCTIONS

STEP 1: **Define your goal**
Ask yourself, "What is it that I want to get done?"

STEP 2: **Identify the steps you need to follow**

STEP 3: **Name the items you need to finish the task**

STEP 4: **Clear up any details that you don't understand**

STEP 5: **Evaluate the way you did the task.**
Ask yourself, "Did I achieve my goal?"

INSTRUCTIONS

Read the memo below and then answer the questions that follow. Remember to use the strategy for following instructions.

To: All warehouse employees
From: Human Resources
Subject: Warehouse Safety

When you enter the restricted area, you must be sure that you are protected from any potential hazards. You must not only wear safety glasses, but you must walk between the yellow lines to avoid getting injured by a forklift. Also, you are required to wear safety shoes at all times, and safety gloves when you are working with dangerous chemicals. After you leave the restricted area, you may remove your glasses, but you must keep your boots on throughout the warehouse.

1. What is the employee's goal?

2. How many steps are there?

3. What items do you need to complete the task?

4. What steps must you always follow?

5. What steps are conditional on the type of work you are doing or on the place you are working in?

☑*INSTRUCTIONS – CORRECT ORDER*☑

Look at the **Pick List Audit Checklist.** What is it used for? Is the order that you would have to fill it out important? (✔Use your company's Audit Checklist for reference)

INTERPRETING COMPANY MATERIALS
♦SESSION 13♦

OBJECTIVES:

In order to deal with unfamiliar vocabulary, at the end of this session students will be able to do the following:

- use a dictionary
- list words in alphabetical order
- identify parts of speech
- identify different meanings from different pronunciations

TOPICS:

- dictionary work
- alphabetizing
- parts of speech
- how to pronounce words
- homonyms

METHODS:

- guided discussion
- group work
- worksheets

EVALUATION:

- self evaluation based on correct use of the dictionary
- correct completion of crossword

MATERIALS:

- dictionaries
- assorted handouts and exercises

DICTIONARY WORK

Arrange this list of words in alphabetical order:

adequate	genuine	leisure	contract
expertise	volunteer	environment	resume
contact	experience	unique	nominate
superior	potential	supervisor	asset
persuade	confidential	sufficient	insight

1._____ 11._____

2._____ 12._____

3._____ 13._____

4._____ 14._____

5._____ 15._____

6._____ 16._____

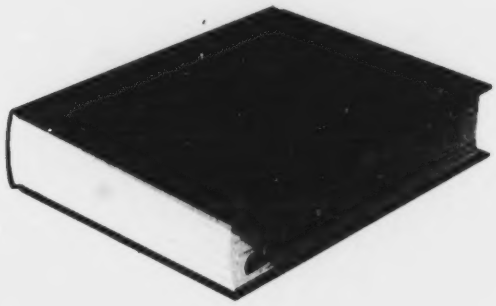
7._____ 17._____

8._____ 18._____

9._____ 19._____

10._____ 20._____

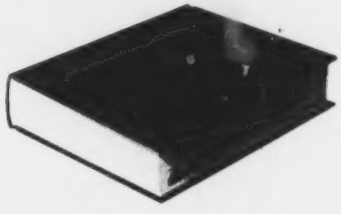
DICTIONARY WORK (con't)



Sometimes the dictionary can cause more confusion than clarity! Use this list of terms to help you figure out what a dictionary listing means.

n	=	**noun**	(person, place, thing)
vb	=	**verb**	(action word)
adj	=	**adjective**	(describes a noun)
adv	=	**adverb**	(describes a verb)
pron	=	**pronoun**	(replaces a noun)
abbr	=	**abbreviation**	
pl	=	**plural form of noun**	

DICTIONARY WORK (con't)



Figuring out how a word should be pronounced can be a problem too! Use this list of pronunciation symbols and explanations to help you figure out how to pronounce a new word in the dictionary.

SYLLABLES = **the word is broken down into syllables, or parts**, so that you know where to stop and start

EXAMPLE: volcano = **vol * ca * no**
this word has three syllables

EXAMPLE: coordinate = **co * or * din * ate**
this word has four syllables

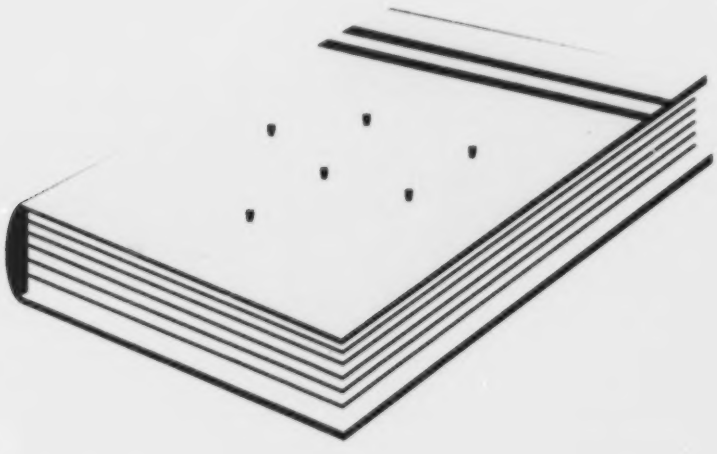
In the dictionary, the word is broken down twice:

Once with syllables broken down using **dots or ***

Next between reversed backslashes \ \
This breakdown gives pronunciation pointers and accent mark.

DICTIONARY WORK (con't)

ACCENT MARK = '



This mark shows where the stress falls in a word, on which syllable. It always appears in front of the syllable to be stressed.

EXAMPLES: volcano = \val - 'ka - no\

create = \kre - 'at\

DICTIONARY WORK (con't)

Sometimes the accent mark changes on words.

1. Look up the word **CONTENT** and write out the dictionary breakdowns. What is the difference between the accent marks? What is the difference in meaning between **con**tent and con**tent**?

2. Look up the word **DESERT**. What are the two accents possible? What is the difference between the two words?

HOMONYMS

Some words are spelled exactly the same, but they have different meanings and pronunciation.

bow	After she tied the **bow**, she took a **bow.**
content	He was not **content** with the **content** of the film.
contract	It was not in his **contract** to **contract** out his work to independent builders.
desert	In Operation **Desert** Storm, no soldier was allowed to **desert** his post.
lead	Exposure to **lead** might **lead** to poisoning.
minute	It will take only a **minute** to correct the **minute** error.
row	They had a **row** about who would **row** the boat.
polish	The **Polish** man tried to **polish** up his English.
project	We **project** that the **project** will be completed in six months.
read	If you haven't **read** that chapter for homework, then you'll have to **read** it in class.
tear	She bursts into **tears** every time he **tears** up her work.
use	The manual is for your **use** at home; meanwhile, please **use** the worksheets.
wind	The **wind** is so strong that we will **wind** up closing the windows.
wound	The **wound** was so deep that he **wound** up at the hospital.

HOMONYMS

Circle the correct word to complete the sentence.

1. I gave two / too / to of my pencils two / too / to my colleague because he was two / too / to tired to get up and get his own.

2. She knew / new that the knew / new player had one / won an award as one / won of the best players on the knew / new team.

3. After you had to weight / wait for the doctor to weigh / way you, he told you that there was no weigh / way for you to loose / lose the extra weight / wait without exercise.

4. Because the noise greated / grated on his nerves, the break / brake operator took his break / brake and had a great / grate rest.

5. After they stopped at the shop by/buy/bye the traffic light to by/buy/bye a cake, they cut it into ate/eight and ate/eight the pieces/peaces in piece/peace and quite/quiet.

INTERPRETING COMPANY MATERIALS
♦SESSION 14♦

OBJECTIVES:

In order to deal with unfamiliar vocabulary, at the end of this session students will be able to do the following:

- give meaning to words, by recognizing common roots, prefixes and suffixes

TOPICS:

- dictionary work
- how to work out words' meaning
- roots, suffixes and prefixes

METHODS:

- guided discussion
- dictionary work
- worksheets

EVALUATION:

- self evaluation based on correct use of the dictionary
- correct completion of crossword

MATERIALS:

- dictionaries
- assorted handouts and exercises

DICTIONARY WORK

Working in two groups, look up the following words:

group 1	**group 2**
octopus	octogenarian
inspector	spectator
polygamy	bigamy
synchronize	chronological
retribution	distribution

Go over meanings.
Is there anything that strikes you about the 2 lists?

PREFIXES & ROOTS

Root or Prefix	Meaning	Example
ab	away (from)	absent
acer/acr	bitter, sour	acrid, acerbity
ad	to, toward	adhere
ambi	both	ambivalent
ante	before	anteroom
anthropo	man, mankind	anthropoid
anti	against, opposed	antipathy
aqua	water	aquatic
aud	hear	auditory
auto	self	automatic
bene	well, good	beneficial
cede, ceed	go, move	proceed, recede
chron	time	chronological
circum	around	circumference
co, con, com	together, with	cooperate, conspiracy
cogni	know	recognize
counter, contra	against, opposite	counteract, contrary
cred	believe	credential
de	from, away	depart
dent	tooth	dentist
derm	skin	dermatitis
dic, dict	say	dictate
dis	apart, from, away from	distract
duc, duct	lead	aqueduct
ex, exo	out (of)	excise, exodus

PREFIXES & ROOTS(con't)

Root or Prefix	Meaning	Example
fid	faith, faithful	fidelity, confident
gamy	marriage	monogamy
graph	write	graphology
gress	go, move	progress
inter	between	interrupt
intra	within	intrastate
man	hand	manicure
mega	big	megaphone
mis	wrong, wrongly	mistake
miso, misa	hatred	misanthrope
morph	form, shape	amorphous
mort	death	mortality
multi	many	multitude
neb	hazy, cloudy	nebulous
non	not	nonadjustable
path	feeling, suffering	apathy
ped, pod	foot	pedal, peddle
pel	push	repel
poly	many	polygamy
port	carry	porter
post	after	postpone
pre	before	preamble
pro	forward	propel
re	back, again	return, redo
retro	backward	retrospect
rupt	break	rupture
scrib	write	transcribe
sect	cut	dissect
spect	see, look	spectator, inspect
sub	below, under	submarine
super	over, above	superior, supersonic
syn, sym	with, together	synchronize, symmetry
tend	stretch	extend

PREFIXES & ROOTS (con't)

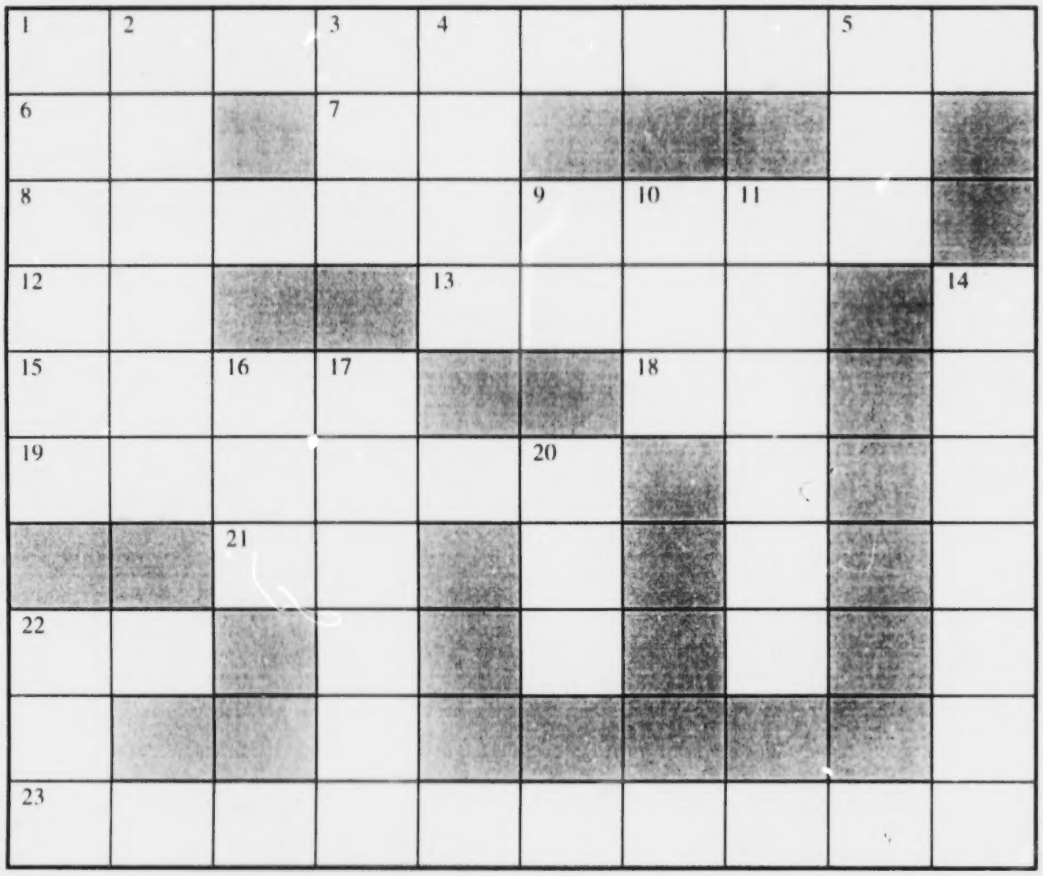
Root or Prefix	Meaning	Example
ten	hold	tenacious, tentacle
tort	twist	distort
trans	across	transport
viv	life	convivial

PREFIXES OF NUMBER

Prefix	Meaning	Example
uni	one	uniform
mono	one	monologue
du, duo	two	duet
bi	two	biped
tri	three	triangle
tetra	four	tetrameter
quad	four	quadruplets
penta	five	pentagon
quint	five	quintets
sex	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mil	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
demi	half	demitasse

SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	relating to	musical
ar, er, or	one who	teacher, doctor
ful	full of	hopeful
ic	relating to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	hatless
logy	study of	cosmetology, theology
ous	full of	cancerous



CLUES

Across Down

1. skin disease
6. prefix for out of
7. short for air conditioning
8. to work together with others
12. prefix for towards
13. the back of something
15. song for 2 people
18. the name of a famous steak sauce
19. If you look up to someone, you hold him in high _____
21. suffix for pertaining to
22. prefix for from or away
23. meter with four beats

1. period of ten years
2. going out of or leaving a place
3. diagram of a country/city
4. prefix for bitter
5. frozen water
9. prefix for back or again
10. Automobile Association of America
11. 3 legged stand
14. person who teaches
16. expected time of arrival
17. person who works in a bank
20. root for hand
22. another word for spot

INTERPRETING COMPANY MATERIALS
♦SESSION 15♦

OBJECTIVES:

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- give meaning by recognizing antonyms and synonyms
- give meaning by using examples

TOPICS:

- antonyms
- synonyms
- examples

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- ongoing evaluation by teacher
- self-evaluation based on correct completion of worksheets

MATERIALS:

- worksheets on synonyms, antonyms, and examples

BUILDING VOCABULARY

If you know one word, you can think of others that relate to it in some way.

Think of the word ***clean*** – then think of words that have these relationships to that word.

OPPOSITE: The opposite of a word is the ***antonym***.
If something is NOT clean, then it is

_____.

SIMILAR WORD: A word with a similar meaning is a ***synonym***.
If something is clean, then we also say it is

_____.

EXAMPLE: An example of a clean something is

_____.

BUILDING VOCABULARY (con't)

Write opposites (*antonyms*), similar words (*synonyms*), and examples for the words below.

1. **cold**
   - opposite _____
   - same meaning _____
   - example _____

2. **dangerous**
   - opposite _____
   - same meaning _____
   - example _____

3. **work**
   - opposite _____
   - same meaning _____
   - example _____

BUILDING VOCABULARY (con't)

4. **to organize** opposite _____

same meaning _____

example _____

5. **to complete** opposite _____

same meaning _____

example _____

Think of *three words* on your own: come up with the opposite, a synonym, and example for each.

MEANING FROM EXAMPLES

Find the examples that help define the underlined word. Then circle the letter that gives the meaning of the word.

1. The adverse effects of sitting at a P.C. all day, including backache, headaches, and dizziness, have made me stop enjoying my job.

   Adverse means
   a) deadly b) harmful c) strange

2. Since my mother retired, she has developed such avocations as gardening and knitting.

   Avocations mean
   a) jobs b) vacations c) hobbies

3. There have been some bizarre occurrences at work recently. For instance, lights have turned themselves back on and machines have stopped functioning for no apparent reason.

   Bizarre means
   a) very strange b) creative c) realistic

4. The supervisor tried to ascertain why the mistakes were made. She established who was there and verified what the schedule was for that day.

   Ascertain means
   a) create b) avoid c) find out

SYNONYMS

Find the word that means **the same as** (the ***synonym***) for the underlined word.

1. Joe is a great procrastinator. He is a person who always postpones doing things, from getting his work orders out on time to filling out his paperwork.

2. Please scrutinize the document and carefully examine the fine print.

3. The C.E.O. encouraged people to give pragmatic solutions to the company's problems. He wanted practical answers from those who dealt with the problems firsthand.

4. When the supervisor berated the new employee for making mistakes, she replied that it was unfair of him to criticize her, when she hadn't been given proper training.

ANTONYMS

Find the word that means **the opposite** of (***the antonym***) of the <u>underlined</u> word.

1. The profit margins of our company are not <u>static</u>, but change with the ups and downs of the U.S. Economy.

   Static means
   a) unchanging b) unknown c) shifting

2. Many people do not give <u>succinct</u> answers to questions, but ramble on with long vague ones.

   Succinct means
   a) accurate b) brief and to the point c) complete

3. People often point out the harmful effects that a working mother may have on a family, yet there are many <u>salutary</u> effects as well.

   Salutary means
   a) well-known b) beneficial c) hurtful

4. Before quality assurance, the company policy on inspection was very loose, but now there is a <u>stringent</u> procedure to follow.

   Stringent means
   a) informal b) not effective c) firm

INTERPRETING COMPANY MATERIALS
♦SESSION 16♦

OBJECTIVES:

In order to deal with unfamiliar words in the workplace, at the end of this session students will be able to:

- identify unfamiliar vocabulary
- give meaning by recognizing context clues

TOPICS:

- context clues

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- ongoing evaluation by teacher
- self-evaluation based on correct completion of worksheets

MATERIALS:

- worksheets on context clues
- paragraphs to read for vocabulary practice

CONTEXT OF WORDS

If you come across a word that you don't know, don't panic! Look around the word and look at the setting in which it is used. That is the **context** of the word.

1. underline the new word
2. **read** the sentence
3. get the *main idea* of the sentence
4. ask how the new word *relates* to that idea (same meaning? example? opposite?)
5. **guess** at the meaning of the new word

CONTEXT OF WORDS (con't)

EXAMPLE:

Don't let dust accumulate on your tables; clean the dust off your tables everyday.

? ? ? What does "accumulate" mean? If you read the sentence, you see *instructions* for cleaning your work tables. So the main idea of the sentence is _____

- Next, you are told **NOT** TO DO something (DON'T let dust "accumulate"); then you are told **TO DO** something (clean dust off tables). The two ideas are _____

- Now that you know *how* the new word is related to the sentence, can you **guess** at the meaning of the new word?

"Accumulate" means _____

VOCABULARY & WORD CONTEXT

Read these sentences and using the **context techniques** guess the meaning of the word.

1. Joe is a gregarious person; he loves to talk to people and is very popular with his co-workers.

    a. noisy
    b. friendly
    c. hard working

2. With the new training, our supervisor hopes to eradicate all mistakes.

    a. improve
    b. find
    c. get rid of

3. The idea of employee empowerment emancipates the employees and hopes to involve them more in solving problems.

    a. frees
    b. overworks
    c. annoys

4. Rewiring the entire factory was not a plausible solution to the electrical problem for it would require too much time and money.

    a. smart
    b. possible
    c. cheap

5. The workers don't like their supervisor because he manipulates them by not giving them all the information he is supposed to and then he doesn't support them when they make errors.

    a. threatens
    b. protects
    c. unfairly controls

CONTEXT OF WORDS

Read the following text. Then use the *context clues* to figure out what the words in bold mean.

NON-SMOKING POLICY

Background and Purpose

- The U.S. Surgeon General has named smoking "Public Health Enemy #1" in light of its role as the leading cause of **premature** death and disability in our country. Research has shown that there is overwhelming scientific evidence that secondhand tobacco smoke is **detrimental** to the health, welfare, and comfort of non-smokers, especially those who have allergies or **cardiovascular** or **respiratory** diseases. Many allergic individuals, end even the majority of healthy non-smokers, report discomfort when **exposed** to secondhand smoke on the job. Recent medical studies indicate that long term **involuntary** exposure to smoking may increase non-smokers' risks of developing severe lung disease.

- Currently, about 36% of the workforce in the U.S. smokes.

- It is our policy to provide a healthy, comfortable, and productive work environment for employees. In an effort to protect the rights of non-smokers as well as to consider the needs of smokers, this policy will take effect on May 5, 1993. All employees and visitors to the **site** are expected to **comply** with the regulations detailed in this policy. Those who do not **adhere** to this policy will face disciplinary action.

CONTEXT OF WORDS

For each of these words, write a synonym and antonym. Then, give an example using the word in a sentence of your own.

- **premature**

synonym: _____

antonym: _____

example: _____

_____

- **detrimental**

synonym: _____

antonym: _____

example: _____

_____

- **involuntary**

synonym: _____

antonym: _____

example: _____

_____

CONTEXT OF WORDS (con't)

- **exposed**

synonym: _____

antonym: _____

example: _____

_____

- **comply**

synonym _____

antonym: _____

example: _____

_____

- **adhere**

synonym: _____

antonym: _____

example: _____

_____

CONTEXT OF WORDS (con't)

Now, using all the vocabulary building strategies, work out the meaning of these words and phrases from the **ABC Company & Employee Handbook.**

1. The Human Resources Director has been given responsibility to monitor all equal employment opportunity activity to assure attainment of the company's **stated objective of full compliance.**

2. This program applies to study programs offered by **accredited educational institutions.**

3. Our dress code recognizes that different styles will be necessary depending upon a **multitude of factors.**

4. Employees can call our main switchboard for any announcements regarding **inclement** weather.

5. **Accrual** of Benefits during Authorized Leave of Absence. For the purpose of these **accruals**, vacation and personal days will not **accrue** during LOA's.

6. Ensuring the well-being of every employee and a **congenial** working environment that **enhances** productivity are primary goals of ABC Company.

INTERPRETING COMPANY MATERIALS
♦SESSION 17♦

OBJECTIVES:

In order to deal with spelling problems, at the end of this session students will be able to:

- sound out words
- recognize when to double consonants
- use standard and irregular spelling rules

TOPICS:

- sound patterns
- spelling rules

METHODS:

- guided discussion
- group work
- worksheets

EVALUATION:

- correct completion of worksheets

MATERIALS:

- worksheets

PRONUNCIATION & SPELLING KEY

We have two types of vowels: **long** and **short.** The long sound is the vowel saying its name; the short sound is the sound it makes.

LONG VOWELS:

A	=	day, say, hate
E	=	need, recede
I	=	I, wine, grind, sign
O	=	go, show, rode, stole
U	=	huge, usually, use, accuse

SHORT VOWELS:

A	=	hat, matter, addition
E	=	every, end, pocket
I	=	in, idiot, it, illness
O	=	hot, spot, cod, on
U	=	gun, under, until

SPELLING RULES – VOWELS

Vowel sounds change depending on what surrounds them in the word. For example, a vowel followed by a consonant is usually a short vowel sound; a vowel followed by a consonant and another vowel is usually a long vowel sound.

***SHORT* VOWEL**	***LONG* VOWEL**
hat	hate
pet	Pete
sit	site
not	note
us	use

When we add parts to words, sometimes we have to *double* the consonant so the sound of the vowel remains the same.

pat	patting
let	letting
hit	hitting
hop	hopping
put	putting
sum	summary

Remember: If the original word ends in "E" the vowel sound is long and you want to keep it long when you add a suffix that starts with a vowel. So drop the "E" and do not double the consonant.

tape	tap**ed**
recede	receding
bite	biting
hope	hoping
use	used

SPELLING RULES – VOWELS (con't)

Keep the final silent "E" when adding a suffix that begins with a consonant.

hope	hopeless
late	lateness

EXCEPTIONS: judgment, courageous, dyeing, argument, truly

Usually, in words of more than one syllable, when the accent is on the *first* syllable, do not double the consonant:

layering	offered
canceled	traveled

If the accent is on the second syllable, double the consonant:

occurring	remitted
referred	omitted
preferred	deferred

DOUBLE TROUBLE

Fill in the missing word, making sure you spell it correctly.

1. The dog I had when I was a child always _____ his tail when I came back from school.

2. Stop _____ at me whenever I pronounce your name incorrectly.

3. Our softball team was the _____ team in this season's summer league.

4. She _____ forty cigarettes a day before she gave up last March.

5. I am _____ you will be able to come to my party on Saturday night.

6. He _____ the parcel in brown paper.

7. I like receiving letters, but I don't like _____ them.

8. My mother _____ for me when I was a child, and now I care for my children in the same way.

DOUBLE TROUBLE (con't)

9. She was _____ the box, when the supervisor saw she had left out two sheets of paper.

10. She was _____ her lunch break when the fire alarm sounded.

VOWEL COMBINATIONS

EA = usually sounds like EE
heat, meat, seat, neat, feat, read

EE vs. EA = meet / meat
feet / feat
beet / beat
week / weak
reed / read
need / knead

EA exceptions: dead, read

OU = usually sounds like OW
house, mouse, grouse, out, bout, clout, sound

NOTE: Even **OW** can change sounds:
How now brown cow?
I don't know if it will snow after the show.

OA = long O sound
boat, moat, float, goat, coat, oats

EI = usually sounds like EE
receive, deceive

VOWEL COMBINATIONS (con't)

IE = usually sounds like EE
(remember I before E except after C)
relieve, believe

REMEMBER: The rule is "I before E, except after C" – when the sound is "EE":
relieve, believe
deceive, receive
Exceptions: foreign, neighbor, either, neither, seize, leisure, weird, sheik

OO = a long U sound sometimes
food, mood, cool, school

sometimes an EU combination
book, look, took, crook, wood

EE = always long E sound
need, seed, indeed

NOTE: Words that sound alike but are spelled differently also have different meanings. You must know which one to use by looking at the context and figuring out the meaning.

I will **meet** you in the **meat** department.
He was feeling **weak** all of last **week.**
They left **their** coats over **there** and now **they're** walking to get them.
We need **two** pieces of wood **to** complete the desk, and some glue **too.**

SPELLING RULES – WHEN WORDS END IN "Y"

When a word ends in **"y"** and the **"y"** comes after a consonant, you have to change the **"y" to "i"** when you add more to the word.

◊ when you make a singular word plural

enemy	enemies
grocery	groceries
library	libraries

◊ when you add "s" or "ed" to a verb

try	tries	tried
carry	carries	carried
marry	marries	married
study	studies	studied

◊ when you add other parts to the ends of words

lonely	loneliness
marry	marriage
beauty	beautiful

However when you add **"ing"** you keep the **"y"**

try	trying
study	studying
dry	drying

SPELLING RULES – WHEN WORDS END IN "Y" (con't)

Remember if the **"y"** comes after **a vowel** you keep the **"y"** when you add anything to the word.

◊ when making nouns plural

monkey	monkeys
holiday	holidays
display	displays

◊ when adding "s" or "ed" to verbs

employ	employs	employed
enjoy	enjoys	enjoyed
stay	stays	stayed

◊ when you add other parts to the ends of words

play	playful
employ	employment
pay	payment

Exceptions:

day	daily
pay	paid
lay	laid

THOSE DAMN Y'S

Complete these sentences using the words in parentheses. Make sure you spell them correctly!

1. She said that she liked her children at this age, but she (enjoy) _____ them more when they were (baby) _____.

2. The (secretary) _____ said that they (try) _____ to learn to use the computer, but they found it very difficult.

3. (Lonely) _____ is not a good reason for (marry) _____.

4. In order to learn more about birds, she (study) _____ out of some books she found in both her local and the college (library) _____.

5. I hope that (employ) _____ (stay) _____ at the same level it is now, or that it gets better and more people find jobs.

6. Do you get (pay) _____ weekly or (day) _____?

COMMONLY MISSPELLED WORDS

absenCE
aCCept
aCComplish
aCCurate
achIEvement
acquaintANCE
aCRoss
adverTISEment
adVICE/VISE
A LOT
anSWer
aPPropriate
arGUMent
artICLE
aTHLete
attenDANCE
availABLE
bEAUtiful
begiNNing
behaVIOR
breaTH/THE
BUSIness
calENDAR
cEIling
cerTAINly
chIEf
choiCe
chOOse/chOse
coMMerCial
coMMiTTEE
compETItion
conCentrate
congRATulate
conSCIENCE
conSCIOUS
consEquently
convenIEnce
counSelor
critiCISM/CIZE
deFINITEly
desPERate/ly
DEScribe
deveLOP
diFFERent/ence
diSAPPoint
DISease
doESN'T
duRing
eiGHTH
embaRRaSS
enTRANCE
enveLOPE
enviRONMent
eSPECIALly
exaGGerate
eXCept
exisTENCE
exPERIEnce
exPERIment
exPLANation
exTREMEly
familIAR
faSCinate
FeBRUAry
forEIGN
genIUS
goVERNMent
gramMAR
gUArANtee
hEIGHT
iMMediate
imporTANT
indepenDENCE
inTEGration
inTELLectual
intERest/ing
inTERfere
inteRRupt
IRRELevant
JUDGment
JEWELry
knowLEDGE
laBORATory
LEIsure
lenGTH
liCenSe
lonEliness
lOOse/lOse
mainTENance
maTHEmatics
misCHIEF
miSSpell
nIEce
ninEty
ninTH
oCCaSion
oCCuRREnce
opINion
oPPortunity
oRIGinal
oPTImist
partiCULAR
PAStime
PERform
PERhaps
phoNY
phySICal
poSSeSS
poSSible
preFER
preJUDiCED
preVALENT
priviLEGE
proBABly
proNUNciation
PSYchology
PURsue
quIET/quITE
realIZE
reCOMMend
RHyTHM
rIdicULOUS
scenERy
SCHedule
SECRETary
sePARate/ly
siMILar
siNCe
sinCEREly
spEEch
straiGHT
strenGTH
sUCCeed/sUCCess
SURpriSE
temPERature
thROUGH
thoROUGH
ThurSday
toMoRRow
unNECESSary
UNusUAlly
WedNESday

SPELLING REVIEW

Complete the word in parentheses.

1. We hope to (**rec_____ve**) payment for the work by the end of the week.

2. We avoided an (**arg_____ment**) when we held a meeting to change our working (**env_____ment**).

3. The hinges on the door are (**l_____se**) and need to be tightened.

4. I did not (**bel_____ve**) the (**h_____ght**) of the new basketball player.

5. In my (**jud_____ment**) the (**go_____ent**) will spend more on training next year.

6. I will send that letter (**sep _____ ly**) and would appreciate your answer (**im _____ d _____ ly**).

INTERPRETING COMPANY MATERIALS
♦SESSION 18♦

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to

- identify subjects
- identify main ideas and supporting details
- identify what action the author wants taken
- identify the parts of a paragraph

TOPICS:

- what are you reading for?
- looking for clues before you start
- careful reading for information
- summarizing information
- making sure you have achieved your purpose
- parts of a paragraph

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

MATERIALS:

- worksheets

THE BASIC READING FORMULA STUDY SHEET

SUBJECT

Question: What is the article mostly about?
Explanation: The subject is what the article is mainly about. The author wrote the article to talk about the subject. It's the topic the author wants to make a point about.

MAIN IDEA

Question: What point does the author make about the subject?
Explanation: The main idea is the main point the author is trying to make about the subject. It's the thing he wants you to remember. The main idea is a statement made by the author that he goes on to prove.

SUPPORTING DETAILS

Question: What examples does the author give to prove the main idea?
Explanation: The supporting details are the examples and details the author uses to prove his main idea. They tell us why the author makes the main idea statement.

ACTION

Question: What action does the author want taken?
Explanation: This is the thing the author feels the reader or someone should do. It's the action he is trying to persuade people to take.

SUBJECTS AND MAIN IDEAS

A **title** gives you clues about what to expect in the information. Match the titles with the information.

_____1.	**Employee's Rights Handbook**	a. materials and tasks that a worker must know in an office setting
_____2.	**Machine Maintenance Manual**	b. information about hazardous substances in the workplace
_____3.	**MSDS**	c. what you may and may not do at work
_____4.	**First Aid at Work**	d. the parts of a machine and how to care for them
_____5.	**Secretary's Handbook**	e. what you need to do in case of accidents and emergencies

MAIN IDEAS

Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea.

1. A computer may do many different kinds of work. An individual may use a computer to write letters on, store recipes or play computer games. An insurance salesman may use it to develop plans for his clients. A plant manager may use it to keep stock of all inventory in the plant.

   a) Computers are important to Insurance Companies.
   b) Computers have many uses.
   c) People who have computers at home use them for all different things.
   d) Life has changed for people with computers.

2. The company has a right and obligation to maintain a safe and productive working environment for all employees, while still respecting the rights of individuals. In order to achieve the goals of protecting employees and promoting productivity, we have developed a policy to keep drugs and alcohol out of the workplace, and to assist individuals with a dependency problem through our Employee Assistance Program.

   a) The company will not allow any employee to drink or use drugs on the job.
   b) The company must provide a safe working environment, as well as protecting the rights of individuals.
   c) The company has developed a Substance Abuse policy.
   d) Anyone can get help from the Employee Assistance Program

MAIN IDEAS (con't)

3. In the past there was no guarantee that workers would be told about the chemical hazards they might face on the job. Container labels and warning sheets, even when they were provided, didn't always give enough information on potential hazards, what to do in an emergency, or where to turn for help. That's why the federal government decided to set a uniform hazard communication standard. Now everyone knows what information has to be provided to keep you safe.

   a) Working in a factory is always potentially dangerous.
   b) In the past there wasn't enough information about chemical safety.
   c) In order to keep people safe at work, the government has legislated that all information on chemicals used is written in a standardized way.
   d) Containers of chemicals must have labels on them.

MAIN IDEAS (con't)

In the space provided, write a sentence that expresses the **main idea** of each of the following paragraphs.

1. On the whole, I don't like the new manager. I find his attitude condescending and rude. He has made very little attempt to learn our names. He arrived for work very late yesterday and then got angry with us when we didn't know what we had to do and he was not very complimentary of he predecessor, who had been here for 10 years before him.

2. Since World War II the workplace has changed significantly both in job requirements and the labor force needed to perform this work. As the workforce becomes older and more diverse in national origins and in gender, many employees lack the basic educational skills needed to succeed in jobs that are constantly upgrading. Employers are beginning to realize that the strength of their organizations depends on investing now in training not only for middle management and above, but also for their hourly paid workers.

PARAGRAPHS

Now look at the following short report. Note that, as with the paragraph, there is a subject, a main idea and a purpose. Identify what these are for the separate paragraphs and the whole report.

Responsibility for Safety

By law, your employer is responsible for providing you with a safe place to work. Your company does this in many ways - by selecting safe equipment, by designing facilities in a safe manner, and by identifying and controlling hazards. Company management establishes rules and procedures according to regulations that the government has set forth for you industry. Every employee must understand these rules and procedures and the importance of following them. Company rules and procedures are established with good solid reasoning behind them.

Your company management puts part of the responsibility for safety in the hands of people like you - its employees. In other words, safety is a shared responsibility. Your employer provides a safe environment. You are expected to arrive at work in the proper physical condition to perform your job. You must perform your job as you were trained to do it. Working safely is a condition of employment. Failure to work safely, like any other major violation of company rules, can be reason for discipline or termination of employment.

Not only must you learn the rules and job procedures, you must follow them every time. The one time you do not follow the rules, you might cause an accident. An accident is an unexpected event that results in injury to an employee, illness, or damage to property. In addition to learning and obeying the rules, it is also your responsibility to report any dangerous behavior or conditions that might have been overlooked during an inspection. In short, the elimination of unsafe conditions and unsafe behavior should be daily concerns for every person at your facility.

INTERPRETING COMPANY MATERIALS
♦SESSION 19♦

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

TOPICS:

- the Reading Strategy
- applying the Reading Strategy

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

MATERIALS:

- worksheets

DEVELOPING A READING STRATEGY

1: Define your **purpose** for reading.
(This is often stated in the title)

2: **Skim** the text quickly for general **information** and the **main ideas.**
(Look for clues – look at **headings**, anything **underlined**, anything in **italics.**)

3: **Read carefully** the parts that relate to your purpose.

4: **Summarize** the information.

5: **Evaluate** your interpretation.
Have you understood what you read?
Can you achieve your purpose?
If not, have you misinterpreted the information?

MATERIAL SAFETY DATA SHEET

I. PRODUCT IDENTIFICATION

Product name ..... Addition RC7135
Chemical Family ..... Aromatic Amine
Chemical Name ..... N-Phenyl-stryenated benzenamine
OSHA Hazard Communication
Status ..... This product is not hazardous under the criteria of the Federal OSHA Hazard Communication Standard 29 CFR 1910.1200.

II. HAZARDOUS INGREDIENTS

Components: None % : optional

III. PHYSICAL DATA

Appearance ..... Liquid
Color ..... Brown to Reddish
Melt point/Freeze point ..... N/A
Boiling Point ..... Greater than 572 F (300 C)
Vapor Pressure ..... N/A
Specific Gravity 1.1
Solubility in water ..... Insoluble

IV. FIRE AND EXPLOSION DATA

Flash Point F (C) ..... 518 F (270 C)
Extinguishing Media ..... Water, Chemical, Foam, Dry Chemical
Special firefighting procedures / unusual fire or explosion hazards:
Firefighters should wear full protective clothing including self-contained breathing apparatus. During a fire, irritating and/or toxic gasses from combustion/ decomposition may be generated.

MATERIAL SAFETY DATA SHEET (con't)

V. HUMAN HEALTH DATA

Primary Route(s) of exposure ..... Eyes, Skin
Human effects and symptoms of overexposure .....
Acute ..... none observed
Chronic ..... none observed
Medical Conditions aggravated by exposure ..... not established
Carcinogenicity ..... This product is not listed as a carcinogen.
Exposure limits ..... see section II

VI. EMERGENCY AND FIRST AID PROCEDURES

Eye contact ..... Flush eyes with plenty of water
Skin contact ..... Wash thoróughly with soap and water
Remove contaminated water and wash container before reuse.
Inhalation ..... Remove to fresh air
Ingestion ..... Consult physician

VII. EMPLOYEE PROTECTION RECOMMENDATIONS

Eye protection ..... safety glasses
Skin protection ..... rubber gloves
Respiratory protection ..... Organic vapor cartridge respirator is highly recommended
Ventilation ..... Local exhaust during processing
Other ..... Employee education and training in safe handling procedures of this product are recommended. Safety showers and eye wash stations should be easily accessible to work areas.

VOCABULARY

aromatic / aroma
breathing apparatus
toxic
decomposition
status
components
freeze
gravity
flash point
exposure
acute
carcinogen
thorough
respiratory
ventilation
foam
irritating / irritant
combustion
generated
hazardous
melt
vapor
solubility
extinguish (er)
overexposure
chronic
flush
ingestion
respiration
exhaust

QUESTIONS

1. What is the name of the chemical?

2. According to OSHA, is this product hazardous?

3. What kind of chemical is it? A solid? A liquid? A powder?

4. What color is the chemical?

5. Will this chemical mix with water? Will it dissolve?

6. If there is a fire with this chemical, what is the best way to put it out?

7. Will this chemical cause cancer?

8. What kind of ventilation should a company have if this chemical is used?

SITUATIONS

Using the MSDS sheet, write a paragraph of instructions for each of the following situations. Be sure to have an introduction, clear steps, and a conclusion. Also, make sure that you let the reader know about any special materials or equipment that are necessary to complete the instructions.

▲ SITUATION 1:

A fire has started due to an addition RC7135 spill and a spark. Bob was in the warehouse at the time, and he has to put the fire out. What kind of fire extinguisher should he use? What should he wear while putting out the fire?

▲ SITUATION 2:

The Decker Chemical Corporation is planning to start using Addition in their chemical procedures for glue. What should they do in terms of providing good ventilation, emergency stations, and equipment for workers?

▲ SITUATION 3:

While mixing a chemical batch with Addition, Lou splashed some of the chemical in his eyes and on his arms. How could this affect him? What should he do?

INTERPRETING COMPANY MATERIALS
♦SESSION 20♦

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

TOPICS:

- the Reading Strategy
- applying the Reading Strategy

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

MATERIALS:

- ABC Company Employee Handbook
- worksheets

SITUATIONS FROM ABC COMPANY EMPLOYEE HANDBOOK

Below are situations that any of us might be faced with. Using the Reading Strategy and the ABC Company Employee Handbook, find out the necessary information for one of them and then be prepared to share that information with the rest of the class.

1. I am going to adopt a baby and would like to spend some time with her. What must I do? How does this affect my job? How much time can I have?

2. I need to have a major operation and will be away for at least 6 weeks. What must I do? How does this affect my job? What happens to my insurance? Do I get any money?

3. I want to join the 401K Plan, but don't understand how it works. What do I need to do and what does ABC Company do for me?

4. I am a new employee and wish to know about holidays and vacation time. Are there any other days I am entitled to if I need to see to personal business?

5. As a new employee, I am concerned about the health and dental coverage for my family. Can you give me information about my cover, what I will be expected to lose from my paycheck each week and what I will be expected to pay for?

INTERPRETING COMPANY MATERIALS
♦SESSION 21♦

OBJECTIVES:

In order to read and respond to company material, at the end of this session students will be able to do the following

- identify their purpose for reading
- skim and scan for information
- read, summarize and evaluate what they have read

TOPICS:

- the Reading Strategy
- applying the Reading Strategy

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self evaluation based on correct completion of worksheets
- ongoing teacher evaluation

MATERIALS:

- Consumer's Guide to New Jersey Law

SITUATIONS FROM THE CONSUMER'S GUIDE TO NEW JERSEY LAW

For more practice with the Reading Strategy, look at these situations from the Consumer's Guide to New Jersey Law. Find out the necessary information for one of them and then be prepared to share that information with the rest of the class.

1. I bought a new car from a dealer, and it has been in and out of the shop four times within the first month of owning it. Even though they tell me that it is now okay, I'm not sure I want it any more.

2. I want to make a will. Do I need a lawyer to do this?

3. My ex-boyfriend has been threatening my children and me.

4. I have been called to do be a witness. I have never done this before, and need some information about what I should do?

5. Who pays for my loss of income if I am injured in an automobile accident?

INTERPRETING COMPANY MATERIALS
♦SESSION 22♦

OBJECTIVES:

In order to follow and give instructions using diagrams and maps, at the end of this session students will be able to

- read and interpret diagrams
- read and interpret maps
- generate diagrams to instruct others

TOPICS:

- diagrams in workplace
- reading maps
- instructions

METHODS:

- guided discussion
- group work
- worksheets to practice reading and writing skills

EVALUATION:

- self-evaluation of correctly completed worksheets
- ongoing evaluation by teacher
- evaluating each other's diagrams and instructions

MATERIALS:

- worksheets
- company map

DIAGRAMS – FIRE EXTINGUISHER

When you read diagrams in the workplace, they come with written direction. Study a diagram carefully and read everything that is on it: titles, captions, and labels. To understand a diagram, be sure you know its subject. Be sure you know its main point. Remember: find the chief idea that the details of the diagram describe. (Use your company's specific diagram)

Answer the following questions.

1. What is the subject of the diagram?

   _____

2. What is the main point of the diagram?

   _____

3. What part shows how much substance is inside a fire extinguisher?

   _____

4. What part would you aim at a fire?

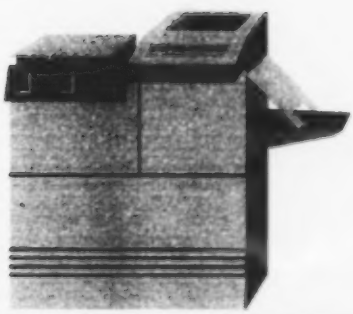
   _____

5. What three things should you do when you use a fire extinguisher? Check each one.
   - ___a. Check pressure gauge.
   - ___b. Remove pull pin.
   - ___c. Take hose off the hose clip.
   - ___d. Clean off nozzle.
   - ___e. Press down on lever.

Echaore-Yoon, Susan. **Reading Skills That Work: Book 1.** Chicago: Contemporary Books, 1991.

DIAGRAMS

In groups, make a diagram of a tool or piece of machinery that you use everyday. With this diagram, you should be able to instruct someone who has never used this. Be sure to consider the parts and their functions.



MAPS

Look at the map. Answer the following questions. (Use your company's map for reference)

1. What is the subject of the map?

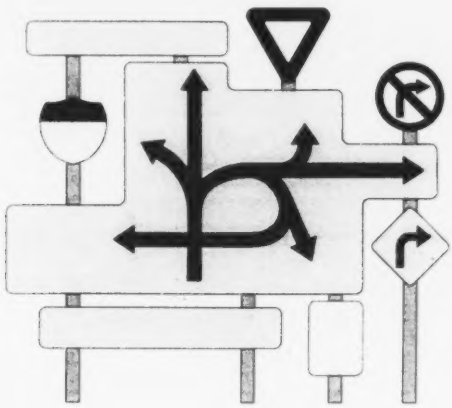
2. This map could be used for several other purposes. List as many as you can think of.

3. If you are in the lunch room and there is an emergency evacuation, how would you get out? Carefully describe the route you would take.

4. Describe how to get to your work area to a new person who comes into ABC Company at the Reception Area.

DIRECTIONS

Draw and give directions from ABC Company to your house.



INTERPRETING COMPANY MATERIALS
♦SESSIONS 23 &24♦

OBJECTIVES:

In order to complete more complex forms more efficiently, at the end of this session students will be able to do the following:

- identify the subjects and purposes of more complicated forms
- respond appropriately to these differences
- apply the reading strategy to forms
- fill out forms accurately

TOPICS:

- subjects and purposes of more complicated forms
- applying the reading strategy to forms
- writing longer statements clearly and correctly
- filling out forms

METHOD:

- discussion
- writing

EVALUATION:

- correct completion of forms
- post test

MATERIALS:

- assorted company forms
- post class exercise

READING MORE DIFFICULT FORMS

When we fill out forms it is very important to spend time applying the reading strategy to the material **before** we put pen to paper. We must actively understand the **subject** and **purpose** of the form and what is required of us.

What is the **subject** of this form?

_____

What is its **purpose**?

_____

_____

When would you fill out this form?

_____

_____

What should you do before you fill it out?

_____

_____

Is there any part that you must not fill in?

_____

_____

_____

READING MORE DIFFICULT FORMS (con't)

Is there any part that you don't have to fill in?

How many times do you have to sign your name, and for what reasons?

When you have completed this form, what do you have to do with it?

When does coverage take effect?

What is the purpose of this form?

READING MORE DIFFICULT FORMS (con't)

What must you do before filling it out?

Is there any part of this form that you must not fill out?

If you are not married, how do you show this on your form?

If your spouse is covered by his/her own insurance, what must you do?

READING MORE DIFFICULT FORMS (con't)

How do you receive a Temporary Identification Card?

In your own words, summarize what you are authorizing different organizations to do, when you sign your name at the bottom of the form.

READING MORE DIFFICULT FORMS (con't)

What is the subject of this form?

What is its purpose?

How often can you make changes?

In your own words, summarize where you can make changes in your investment choices.

READING MORE DIFFICULT FORMS (con't)

If you don't choose to spread your pension into the different funds, where does the money go?

Where would you go to get information on the performance of the different funds?

You can spread your investment between all or any of the different funds in any way you want. What is the only thing you have to make sure of?

If you hand in your completed form on November 25, 1995, when will the changes you have made become operational?

What must you do with the completed form?

APPLICATION FOR EMPLOYMENT FORM

All application forms serve the same purpose; they provide a way for employers to get information about applicants' backgrounds and qualifications. Remember that they are often used to make hiring decisions, so they need to be filled out **neatly, correctly** and **completely.**

Before you start, **preview** the form. You don't want to make mistakes.

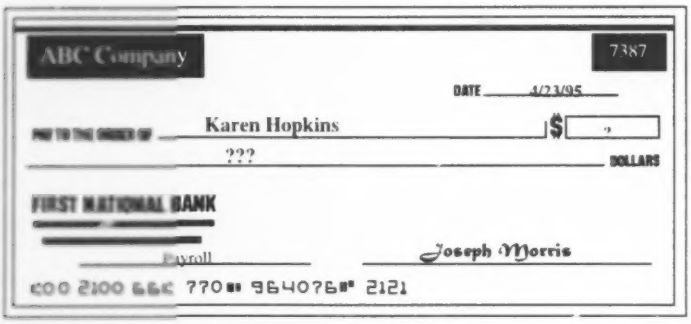
Answer **all** the questions, unless told otherwise. Use **N/A** if a question is not applicable.

Answer all questions **truthfully**. Don't say your are more qualified than you actually are. Read the "Applicant's Statement " carefully before you sign it.

Where you are asked to give a more detailed description, write this out on a piece of scrap paper first. Think carefully about **what you want to say**. Think about your most **important qualifications** and **special skills**. Why do you want this job?

Now fill out the form.

PRE AND POST CLASS EXERCISE



This paycheck belongs to **Karen Hopkins**. Karen's social security number is 223-57-8694. Her employee number is 20344.

This week Karen worked her regular 40 hours. Her gross wage is $8.75 per hour. What would her gross total week's pay be?

So far this year, Karen's gross income is $5,600.

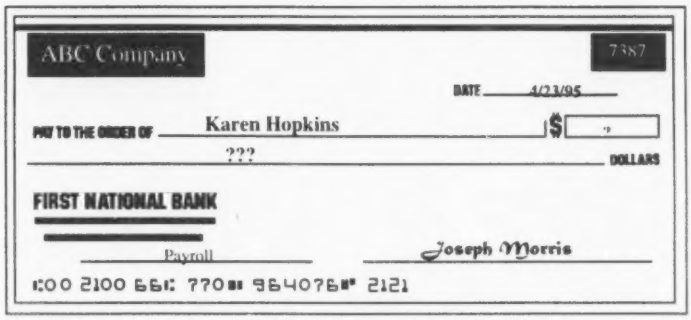
The check number is 7387.

The company takes out for unemployment tax, and this week they took out $11.24. So far this year, they have taken out $179.84.

The payweek ends 4/23/95. The check will be dated for a week later.

For Medical Insurance, the company takes out $21.15 for each paycheck, and so far this year, it has taken out $338.40.

THE PAYCHECK


ABC Company

7387

DATE 4/23/95

PAY TO THE ORDER OF Karen Hopkins $?

??? DOLLARS

FIRST NATIONAL BANK

Payroll

Joseph Morris

:00 2100 66: 770 96407 2121

Karen has a 401K Investment through the company also. This check they took out $43.66. So far this year Karen has set aside $698.56 into that investment.

The Federal Government withholds $57.89 from every one of Karen's paychecks. They have withheld $926.24 so far this year.

Karen has money taken out every week for Social Security. This paycheck they took out $20.34. So far this year they have taken out $325 44.

The State also takes out taxes. Every week they take out $12.01. So far this year they have taken out $192.16.

What was the *total* of her **deductions**?

What was Karen's **NET PAY** for this paycheck?

This is week 16 of the year. What is Karen's **NET PAY** for the *year so far*?

THE PAYCHECK (con't)

GROSS PAY			OTHER DEDUCTIONS			
Description	***Hours***	***Amount***	***Description***	***Amount***	***YTD Amt.***	***Empl. No.***
Regular			Unemp. Tax			Soc. Sec.#
			Medical			Week End
Gross Wage			401K			Check Date
						Check No.

THE PAYCHECK (con't)

CURRENT INFORMATION						
Gross Pay	*Fed.W/H Tax*	*F.I.C.A.*	*State Tax*	*Total Other Deductions*	*Extras*	*NET PAY*
YEAR TO DATE						